DOCUMENT RESUME

ED 332 079 CG 023 336

AUTHOR James, Michael
TITLE Adviser-Advisee Programs: Why, What and How.
INSTITUTION National Middle School Association, Columbus, OH.
REPORT NO ISBN-1-56090-029-6
PUB DATE 86
NOTE 76p.
AVAILABLE FROM National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229-6292 ($7.00).
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Humanistic Education; Intermediate Grades; Junior High Schools; *Middle Schools; Program Implementation; *School Counseling
IDENTIFIERS Middle School Students

ABSTRACT

This monograph provides rationale, examples, and specific guidelines for initiating advisor-advisee programs in the middle school. Part 1 discusses why affective education is needed in the middle school, and promotes the need for qualitative properties of education to exist along side the quantitative. Part 2 describes six on-going programs of affective education: (1) Patapsco Middle School, Howard County, Maryland; (2) Broomfield Heights Middle School, Arvada, Colorado; (3) Shoreham-Wading River Middle School, Shoreham, New York; (4) Tapp Middle School, Powder Springs, Georgia; (5) Landon Middle School, Topeka, Kansas; and (6) Putnam County Middle School, Winfield, West Virginia. Each program described was locally developed as an expression of felt needs, and demonstrates an effective way that middle schools can implement specific curricular programs for developing the affective side of a school's responsibility. Part 3 addresses specific questions that may arise when planning and implementing an advisor-advisee program. The questions are divided according to program issues, advisor issues, and advisee issues. Guidelines are provided for successful initiation, expansion, or interfacing of an advisor-advisee program with other middle school program options. A list of 128 resources is also included. (LLL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED332079

ADVISER-ADVISEE Programs: Why, What and How

by

Michael James

BEST COPY AVAILABLE

CG023336

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

H. Gaddis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NATIONAL MIDDLE SCHOOL ASSOCIATION

Cover designed by Teri McCook

BEST COPY AVAILABLE

nmsa

NATIONAL MIDDLE SCHOOL ASSOCIATION

The Publications Committee gratefully acknowledges the major contribution of Michael James for his key role in developing this much needed monograph. Dr. James, an Associate Professor of Education at Wichita State University, is active in the Kansas Association for Middle Level Education and the National Middle School Association where he is currently serving on the Publications Committee

The important contributions of Harriette Greenburg, Jerry Owen, Ross Burkhardt, Esther Fusco, Mike Campbell, Janice Bowers, and Denis Smith are also recognized with gratitude. The descriptions of operational adviser-advisee programs provided by these practitioners comprise a major portion of the publication. Finally, thanks are extended to Pat Kieffer, secretary of Dr. James, for her valuable assistance.

Copyright © 1986 by the National Middle School Association
4807 Evanswood Drive, Columbus, Ohio, 43229-6292
Fourth Printing June 1990

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means without permission in writing from the publisher except in the case of brief quotations embodied in reviews or articles.

The materials printed herein are the expressions of the authors and do not necessarily represent the policies of NMSA.

Printed by J.F. Hopkins & Associates, 1324 Stimmel Road, Columbus, Ohio 43223

Printed in the United States of America

ISBN 1-56090-029-6

Contents

Foreword iv

Part I — Why Affective Education in the Middle School? 1

Part II — Six Successful Programs 6

1. Patapsco Middle School, Howard County, Maryland 6
2. Broomfield Heights Middle School, Arvada, Colorado 16
3. Shoreham—Wading River Middle School, Shoreham, New York 21
4. Tapp Middle School, Powder Springs, Georgia 30
5. Landon Middle School, Topeka, Kansas 35
6. Putnam County Middle School, Winfield, West Virginia 39

Part III — Implementing an Advisor-Advisee Program 45

1. Problems Encountered 45
2. Guidelines for Success 58
3. Resources 63

Foreword

Middle schools did not create the age of transescence. As young people made the transition from childhood to adolescence they have always faced certain stresses, stresses related to their physical development — or lack of it — and ones growing out of their heightened social sensitivity. Nor did the way schools were organized affect the time table of Mother Nature. But few would argue against the proposition that growing up today is more difficult and demanding than it was several decades ago. Young people now do face more decisions, and more of those decisions are in realms that once were thought to be "for adults only." At the same time that such decisions are thrust upon still immature early adolescents, the standards of society relative to what is acceptable or expected have become muddy. The picture is further complicated by changes in the family structure, the anonymity of urban life, the rapidity of changes in nearly early other aspect of contemporary life, and the enticements to participate in sex and consume tobacco and alcohol put forth by strictly selfish commercial interests.

Educational programs and efforts that are designed to assist youth in making the transtition to adolescence and independence are, then, needed in any middle level school. Help provided youth in moving through the puberty cycle safely, sanely, and as positively as possible cannot be viewed as a frill. Clearly society's designated educational institution cannot ignore needs so basic as those faced by transescents.

The middle school concept has, from the beginning, been closely identified with the idea of affective education and the school's responsibility to assist in social and emotional growth as well as academic growth. And, next to interdisciplinary teaming, probably the most frequently cited characteristic of the real middle school is teacher-based guidance or an advisor-advisee program.

But despite its acknowledged importance, its certain value, and its clear relationship to the known developmental needs of early adolescents, affective education has not been implemented widely.

The reasons for the limited existence of affective education programs are several. Chief among them has been a lack of teacher preparation for dealing with the non-academic aspects of education. Understandably, teachers have been apprehensive about becoming involved in adviser-advisee programs for which they feel ill-prepared. Nor have there existed adequate examples or operational cases to study and to emulate. Admittedly, AA programs are relatively new and different. The general public, lacking an adequate understanding of early adolescence, and not having experienced such programs in their own schooling, has been suspicious of efforts to incorporate non-traditional programs in the middle school.

This monograph speaks of all of these conditions. It provides a sound rationale, clearly delineated examples, and specific guidelines for initiating adviser-advisee programs. Certainly this publication is most timely. It will be a major resource in meeting one of the middle school movement's most pressing needs.

John H. Lounsbury
Editor, NMSA Publications

Part I
Why Affective Education in the Middle School

Introduction

Every transescent learner in America's middle level schools has a bundle of intellectual, physical, social and emotional potential. What happens to this potential depends, in large measure, on how the school defines its purposes and develops its programs. All schools have rather well defined academic programs that are designed to promote intellectual growth. Since transescent learners possess intellectual capacities and sophistication of considerably varying degrees, these academic programs either fall short of, meet or exceed the learner's cognitive needs. Nearly all middle level schools have as well physical education programs that include some combination of structured physical skill activities, intramural/recreation sports outlets, and/or limited interscholastic sports. Depending both on how these programs are organized and on the range of physical-developmental characteristics of the students, these programs can and do promote healthy physical growth. A lesser number of middle level schools provide specific programs that explore and nurture positive social relationships and emotional development among students. Yet all transescent learners enter the middle level schools with a myriad of social and emotional concerns, ones that the individual youngsters simply cannot ignore.

Embedded in every school's philosophy are statements of purpose which call for attention to all aspects of development — intellectual, physical, social and emotional. All too typically, the statements dealing with social and emotional development are not backed up with specific programs and plans for achieving growth in these areas. There are, however, an increasing number of middle level schools that feature purposefully planned programs that address these needs.

Part II of this monograph is comprised of six on-going programs of affective education. Each of these programs is unique in its own right just as are the transescents involved. Each one demonstrates in a different way commitments to affective program development for middle school learners. Each program was locally developed as an expression of felt needs concerning the complete array of transescent concerns whether as problems or possibilities. While individually different, together they demonstrate effectively ways that concerned middle schools

can and do implement specific curricular programs for developing the affective side of the school's responsibility.

Rationale

The New Webster's *Dictionary of the English Language* (1981) defines the noun "affect" as "emotion or feeling, as distinguished from cognition and volition." Further, the noun "affection" has as one of its meanings "...a property or attribute inseparable from its object." Transescent learners in our middle level schools today, as in decades past, have very real emotions and feelings about themselves, peers, adults, school, family and life in general. Many early adolescents can be characterized as exhibiting the positive example of affection: attachment, endearment, fondness, kindness, and even love and tenderness. Some, however, portray the negative acquisition of affection by manifesting aversion, hatred, indifference, repugnance and alienation. Whichever is the case, these properties are inseparable from the person. Schools and school programs, especially at the middle level, simply cannot ignore this relationship.

A. Mikalachki (1973), concludes:

> It appears that cognitive learning does not take into account either the feelings and concerns of the student or the social environment that affects those feelings and concerns. But...they have inevitable consequences. Cognitive learning cannot take place in a state of affective disorder, and we can no longer assume that the family or some other agency will take responsibility for the student's (total) affective development. It is imperative that school systems devote both their wits and their financial resources to the production of programs of affective learning. In them lies a response not only to youth alienation but also to many other human problems that challenge the educational system...".

What Mikalachki is also saying is that educators must accept an increasing share of responsibility for a balanced and positive program of cognition *and* affective development. In other words, they must demonstrate that they are fully responsible!

A review of educational literature over the past several years reveals that it is weighed heavily with discussions about the quantitative dimensions of education and assessments of effective schools. Improving students' achievement tests scores, time on task, teacher accountability, the science of teaching, and the role of the principal in improving the effect of schooling are common themes for journal articles. *But no learning situation or teaching process is without its inseparable affective attributes.* Competition to score higher on competency tests that are published and compared produces feelings of satisfaction or frustration, superiority or inferiority, to say nothing of stress or exhilaration. Increased time spent on productive learning, whether converted to a formula or as part of a science of teaching and learning can generate like feelings of adequacy or inadequacy, caring or disdain, potency or futility. The qualitative properties of education exist along side the quantitative, and some authorities believe the ultimate importance of the former greatly outweighs the latter (Miller, 1976). To realize the full impact of this statement requires that the implementers of balanced cognitive and affective programs allow for the expression of both what is known and how the knower feels about him/herself in the process. This is the call for affective education where the adjective "affective" means expressing feelings and/or emotions.

Kohlberg (1971), Erikson (1968), Thornburg (1974), Elkin (1984), Beane (1986), and many others express and support the importance of the social-emotional development of transescents.

For instance, Beane (1986) discusses the importance of the evolving developmental affective view as reflecting the writings of Dewey, Kohlberg, and Raths, and the concerns about the central role of personality and perception as reflected in the writings of Carl Rogers, Maslow, Combs, and Purkey. He says,

> "Their work...was highlighted by proposals to place greater emphasis on self-concept, interpersonal relations, and the search for personal meaning in the curriculum. They also proposed that the school enhance personal growth by becoming more humane and less custodial." (p. 28)

While Elkind (1984), sounding a much more sobering and stark view of problems facing youth, contends that,

> "...students fail to realize their potential because the bigness of today's schools militates against the mentoring of such students by individual faculty members....Self definition, for example, is facilitated by being with people who know us well and who give us useful information about ourselves. The more people who know us well, the more likely we are to get a balanced picture of ourselves, since the biases of one person will more than likely cancel out those of another." (pp. 143-144)

Whether moving from an egocentric view of the world to a more humanitarian view, or developing a new sense of self in the context of changing bodies and relationships, youth in the middle school years are vitally concerned with many aspects of their affective growth. These concerns are brought into every social and educational aspect of their day-in and day-out lives.

Many times educators become aware of the depths of these concerns only when a crisis occurs as the apparent consequences. A pregnant thirteen year old, alcoholic fifth grader, suicidal prone teenager, or delinquent youth all suggest the negative manifestation or reaction to affect. Some schools and communities back crisis intervention programs to cope with these problems. Spirited middle school learners, enthusiastic participants in cooperative learning experiences, and smiling and laughing faces signal the positive internalization of affect. Surely when wellness is so much a part of current medical and mental health practices, schools for the transescent should capitalize on every opportunity to promote "affective wellness." This would indicate positive intervention in promoting healthy personality development.

From the formalized recognition of middle grades education and organizational arrangements at the turn of the century — whether upper elementary, intermediate, junior high school, or middle school — to the present, programs have existed and, in some cases, still flourish that contain affective properties. Homerooms, besides being a time to complete necessary administrative duties, have provided some sense of community. Core curricular programs have put into practice the tenets of confluent education and guidance. School counselors, if not just schedule makers or disciplinarians, have provided students with a caring intervener and advisor. Co-curricular activity programs have also provided outlets for students to explore their interests, talents and concerns. But until the establishment of the middle school movement with its advisor/advisee, homebased, or teacher/advisee programs, relatively little was done to implement fully programs that were directed

at developing the social-emotional side of youth. And yet, even exemplary programs of this nature which are effectively meeting the social and emotional needs of learners are threatened by changes in funding priorities, an overemphasis on quantitative educational results, and apathy on the part of many educators who seem unwilling to get involved in the lives of the learners. If it is true, as many middle school authorities suggest, that these middle grade years may be the last chance to significantly intervene in the positive development of youth both cognitively and affectively, then everyone involved with youth from family, to social agencies, to administrator-staff-support personnel in schools, to youth itself needs to recommit available energies to the further continuance and enhancement of school programs which promote affective growth.

Positive identity formation which is a developmental task of transescent learners requires an expansive inquiry into self (James, 1980). This inquiry identified the categories of being (self-concept) and the personal values attributed to the categorization (self-esteem). Because all transescents are experiencing new physical and sexual awakenings, plus more complicated social and emotional interactions coupled with the ability to think about their own and others' thinking (Elkind, 1984), they need both the advocacy of adults who care about them and planned programs which allow for this continuing inquiry into positive identity formation. This personal and significant inquiry cannot be left to chance.

The "Basics of Tomorrow" published by the Education Commission of the States in 1982, lists the following nine items as basics:

evaluation and analysis skills
critical thinking
problem solving strategies
organization and reference skills
synthesis
application
creativity
decision-making
communication skills (Costa, 1985)

This Commission stresses the need for schools and school programs to build these "basics" into all aspects of the learner's academic and personal development. Certainly many of these basics constitute the processes used to master skills and academic content. Nevertheless, to balance out a learner's development, these basics need to be applied in like measure to a person's affective growth. For exemplary middle school programs in affective education, planned emphasis and application of these growth-producing competencies can be realized in advisor/advisee plans. The challenge is to do it.

The next section of this monograph details six successful middle level advisor/advisee programs from around the country. Readers must realize the uniqueness of each program and the concerted efforts of local planners to build and sustain the needed affective education components of every transescent's development.

REFERENCES

Beane, James A., "The Continuing Controversy Over Affective Education," *Educational Leadership*, Vol. 43, No. 4, December, 1985/January, 1986, pp. 26-31.

Costa, Arthur L., ed., *Developing Minds: A Resource Book for Teaching Thinking*, ASCD, 1985.

Elkind, David, *All Grown Up and No Place to Go: Teenagers in Crisis*, Addison-Wesley Publishing Company, Reading, Massachusetts, 1984.

Erikson, Erik H., *Identity: Youth and Crisis*, Norton, New York, 1968.

James, Michael A., "Early Adolescent Ego Development," *The High School Journal*, March, 1980.

Kohlberg, Lawrence and Elliott Turiel, "Moral Development and Moral Education," in *Psychology And Educational Practices*, edited by G. Lesser, Scott, Foresman, New York, 1971.

Mikalachki, A., "Youth Alienation and the School System," *Orbit*, Vol. 4, No. 5, p. 19, 1973.

Miller, John P., *Orbit*, Vol. 4, No. 5, p. 19, 1973.

Miller, John P., *Humanizing the Classroom: Models of Teaching in Affective Education*, Praeger Publishers, New York, NY 1976.

Thornburg, Hershel D., "Behavior and Values: Consistency or Inconsistency," in *Preadolescent Development*, edited by H. Thornburg, The University of Arizona Press, 1974.

Part II

Successful Programs

1. Patapsco Middle School, Ellicott City, (Howard County) Maryland*

"Reach Out and Touch Someone"

As a counselor at Patapsco Middle School in Howard County, Maryland, I have been deeply involved in our teacher advisory program (T.A.P.) for many years. At Patapsco, we have had an advisory program for eight years and every year has been somewhat different. Yet I remain totally committed to the concept and truly believe that an effective teacher advisory program can play an integral role in helping a school become a successful middle school.

Part I: The Rationale of a Teacher Advisory Program.

The middle school years can be a time of great change. This is a time when many begin to identify strongly with a peer group, re-define their value systems, undergo physical and emotional changes, and contemplate their adult years. With the aid of a caring teacher-advisor, it is hoped that the middle school years can become a more positive and less stressful experience.

At Patapsco, the teacher-advisory program became one vehicle for helping students move through the middle school years more successfully. T.A.P. provides each student with opportunities to interact with a caring adult and peers in a small group setting. T.A.P. provides time for each advisor to be actively involved with the total development of the middle schooler — socially and emotionally as well as academically.

Philosophy — Before any school should begin a teacher advisory system, they must have total commitment by administrators and staff to a common philosophy. All must believe that their effort and time will have a "payoff." Through a consensus-seeking process, our staff developed the following set of beliefs which has become the basis of our program.

**This section was written by **Harriette Greenberg,* Counselor at Patapsco Middle School.

The staff of Patapsco Middle School believe:

1. Students will be members of a teacher-advisory group.
2. An environment should be created in which the faculty can be responsive to the developmental needs of the students.
3. The program presented through teacher-advisory groups should be based on student needs.
4. Students need to learn to accept responsibility for the consequences of their own behavior.
5. With the help of their parents, teachers, counselor, and teacher-advisor, students should learn how to monitor their academic progress.
6. Every student should have access to a teacher-advisor who will take a personal interest in him/her.
7. Students need opportunities to develop positive peer and adult relationships.
8. Advisors should serve as positive role models.

T.A.P. Goals — Once our philosophy was accepted, the next step was to develop common goals. Our goals revolve around four domains which we believe encompassed the developmental needs of the middle school student. These domains are: self-management, interpersonal relationships, decision-making and career education, and leisure time. The goals for each of these domains are listed below:

Self-Management Domain

All students will accept responsibility for their behavior and the consequences thereof.

All students will accept responsibility for their school progress.

Interpersonal Relationships Domain

All students will accept responsibility for developing interpersonal relationships.

All students will demonstrate positive interpersonal skills.

Decision-Making And Career Education Domains

All students will utilize effective decision-making skills.

All students will develop tentative educational and career plans.

All students will acquire a knowledge about, and appreciation of, various factors that may contribute to their being successful in the world of work.

LEISURE-TIME DOMAIN

All students will use self-management, interpersonal, and decision-making skills to enable them to utilize their leisure time productively.

T.A.P. Competencies — In order to reach the agreed-upon goals, students must acquire competencies in each of the four domains. We define competencies as knowledge, attitudes, and skills. We firmly believe these competencies can be learned and are a necessary part of any middle school curriculum. The following charts will show our competencies in each of the four domains:

SELF-MANAGEMENT DOMAIN

Knowledge	Attitudes	Skills
1. Know the Patapsco Middle School's program and procedures.	1. Appreciate the need to accept responsibility for their own behavior.	1. Demonstrate appropriate school behaviors.
2. Identitify appropriate school behaviors.	2. Accept responsibility for their school progress.	2. Monitor their school progress.
3. Know various organizing and study techniques.		3. Formulate plans for changing specific behaviors.
4. Identify test-taking skills.		4. Apply various organizing and study techniques

INTERPERSONAL RELATIONSHIPS DOMAIN

Knowledge	Attitudes	Skills
1. Identify friendly and unfriendly behaviors.	1. Appreciate and accept the uniqueness of every human being.	1. Demonstrate friendly behaviors.
2. Know the consequences of friendly and unfriendly behaviors.	2. Accept their own roles and responsibilities in developing interpersonal relationships.	2. Assess their own and others' interpersonal skills.
3. Identify various modes of communication		3. Formulate plans for changing specific interpersonal behaviors.
		4. Demonstrate various modes of communication

DECISION-MAKING AND CAREER EDUCATION DOMAIN

Knowledge	Attitudes	Skills
1. List the steps in the decision-making process.	1. Appreciate that people select different occupations for various reasons.	1. Assess individual strengths, interests, aptitudes, and skills.
2. Know the career research process.	2. Appreciate the contributions of all workers.	2. Relate knowledge of personal characteristics to careers of interest.
3. Know the laws relating to youth employment.	3. Appreciate the importance of equal career opportunity.	3. Research careers of interest.
4. Identify skills and attitudes needed to secure and keep a job.	4. Accept that career planning is a life-long process.	4. Apply the steps in the decision-making process in developing tentative educational and career plans.
		5. Use various resources for locating job and career information.

LEISURE TIME DOMAIN

Knowledge	Attitudes	Skills
1. Identify their own interests and talents.	1. Appreciate the importance of leisure time to all individuals.	1. Relate knowledge of personal strengths, interests, aptitudes, and skills to possible leisure time activities.
2. Recognize that many leisure time activities relate to their educational and career plans.	2. Appreciate that an individual can satisfy leisure time interests in different ways.	2. Participate in selected leisure time activities.

Part II: The How of a Teacher Advisory Program

Once a school has established its rationale, philosophy, goals, and competencies, they must address several management components. Certain questions must be answered by each school. Questions which need to be addressed are:

1. Which grade level(s) should be included?
2. Which teachers should serve as advisors?
   Should advisors be appointed by the administration?
   Should advisors be accepted only if they volunteer?
   Should both academic and related arts teachers be assigned as advisors?
   Should all teachers be required to serve as advisors?
3. How should advisory groups be formed?
   Should students be allowed to select their advisors?
   Should the administration make the advisee-advisor assignments?
   Should the teaching team make the assignments?
4. How often should T.A.P. groups meet? daily? weekly? flexibly?
5. How long should each session be?
6. How much additional planning time will be required?

In addition, consideration must be given to staff responsibilities, scheduling, and grouping.

Staff Responsibilities — Every member of the staff plays a role in the success of T.A.P. Specific responsibilities are:

Administration:

1. To generate a total school philosophy that supports T.A.P.
2. To promote T.A.P. within the school and community.
3. To provide appropriate in-service training for teacher-advisors.
4. To develop a management system for the program.
5. To allocate time and space within the school for planning and implementing T.A.P. activities.

Counselors:

1. To help develop T.A.P. activities.
2. To coordinate T.A.P. activities.
3. To motivate and encourage implementation of T.A.P. activities.
4. To coordinate in-service T.A.P. training for advisors.
5. To respond to referrals about advisees from advisors.
6. To communicate with teacher-advisors about their advisees.
7. To serve as a resource person for teacher-advisors.

Teacher-Advisors:

1. To provide a warm, caring environment in order to facilitate achieving the T.A.P. goals.
2. To plan and implement advisory activities.
3. To assist advisees in monitoring their own academic progress.
4. To provide a time and place for advisees to share concerns.
5. To be a good listener and respond to advisees' needs.
6. To refer advisees to appropriate resources.
7. To communicate with parents and guardians of advisees.
8. To attend staff meetings concerning advisees.
9. To encourage advisees' academic, personal, and social development.
10. To keep appropriate records.

In the Patapsco Middle School teacher advisory program, each teacher-advisor is responsible for approximately 20 students within a grade level. Students are randomly assigned by the counselor to teacher-advisors who are designated by the administration. All teachers, including the librarian, have served as advisors. This role is clearly defined as an expected function of a teacher at Patapsco.

Scheduling — Time must be provided within the school day to allow advisors to meet T.A.P. goals. Advisory groups must meet often enough to develop a feeling of unity and trust. Also much consideration should be given to the best time of day. Patapsco has experimented greatly over the last eight years. We have tried first period, last period, and in the middle of the day. Our present schedule is:

8:30 - Period 1
9:13 - Period 2
9:56 - Period 3
10:42 - Period 4
11:22 - Period 5 (Lunch)
12:05 - Period 6 (Lunch)
12:45 - Period 7 (General Studies)
1:27 - Period 8
2:10 - Period 9

The general studies period in our current schedule provides an opportunity for advisory once or twice a week, as well as providing time for independent reading, mini-courses, social events, and grade level activities. In the past, we have had advisory every day, but in the last few years our teachers are happiest with advisory once or twice a week. Many advisors use the general study period to celebrate the birthdays of advisees as well as plan activities which encourage group unity and spirit.

Grouping — Ideally, an advisory group should consist of about fifteen advisees. Larger numbers make it more difficult to meet the goals of T.A.P. In order to make the advisee-advisor ratio as low as possible, all staff members are included in the program.

Both the ungraded or graded advisory groups can be successful. Because of Patapsco Middle School's organizational structure, advisory groups are assigned by grades — allowing for common grade-wide concerns to be addressed during advisory time.

Part III: Key Elements.

Although T.A.P. programs may vary from school to school or from year to year within a school, certain key elements should remain present. We see these elements as follows:

Child Advocacy — In the role as child advocate, an advisor plays an important part in helping the student feel that someone in the school cares. Some ways in which this responsibility can be fulfilled include:

1. representing students at team meetings.
2. representing students at screening meetings.
3. attending parent conferences.
4. mediating when the need arises; e.g., student-student; student-parent; student-staff.

Referrals — An effective advisor often is the first to become aware of students' needs and concerns. Therefore, the advisor should initiate the intervention process when necessary. Most needs and concerns can be met within the advisory setting; however, some should be referred to the appropriate resources.

Usually the first and most important referral would be to the counselor. Sharing their knowledge of the student, the counselor and advisor can often work effectively as a team in the child's best interest.

Communication — Each school needs to devise an effective method for advisors to communicate with each other. Simplicity and accessibility are the keys to making this process work efficiently. One method in use at Patapsco Middle School is a T.A.P. communication bulletin board located in the faculty room. Here, staff members post notes about students' achievements and/or relevant comments about students. This method saves them from having to look up the name of the student's advisor. The notes are posted showing the name of the student, and advisors pick up notes pertaining to their advisees.

Personal contact with parents is also an important responsibility of advisors. Each advisor should be encouraged to contact parents by phone, note or conference at least once a year. These contacts should be made at appropriate times when good news about a student can be conveyed, as well as when the student is experiencing difficulty.

Personal Contacts and Conferencing — Getting to know the student on a personal basis is, perhaps, the most important responsibility of an advisor. Only when an advisor and advisee really know each other can a genuine, caring relationship develop. Individual conferencing, as well as the usual daily contacts, is a vehicle which encourages and enhances the development of such a relationship. To make individual conferencing more effective, the advisors should be aware of the following about their advisees:

1. school placement, test data, and learning styles.
2. schoolprogress — report card grades; deficiencies-efficiencies.
3. aptitudes and abilities.
4. interests.
5. leisure-time activities.
6. pertinent family information.
7. pertinent health information.
8. peer relationships.

Group Activities — The major portion of advisory time is spent in group activities. It is imperative that the advisor come to each session with enthusiasm and with well-planned, purposeful activities. It should be stressed that these plans are as important as any other lessons that the advisors would prepare in their subject areas. Also all activities should be designed to help meet T.A.P. goals.

Record-Keeping — A minimal amount of record-keeping is required for advisors to monitor their advisees' progress. Each school must determine what record-keeping is necessary to meet T.A.P. Goals. Some suggestions for record-keeping include:

1. *Student's folder:* Each student is given a pocket folder to be maintained by him/her for the three years of middle school. This folder is kept by the advisor and passed on to future advisors. Included in this folder could be:
   (a) SMASH worksheets, including Individual Management Plans, Educational Plans, and Career Plans. (These may prove useful for evaluating the program, as well as for showing the student his/her progress).
   (b) Duplicated report card. At the end of each marking period, students copy their academic grades and evaluations of work habits on a duplicate copy of the report card. This record gives the advisor easy access to student grades for conferencing purposes.
2. *Advisor's folder:* Each advisor should maintain a pocket folder for his/her use throughout the year. Included in this folder could be:
   (a) Advisor's checklist. Each advisor should use a checklist to monitor and confirm his/her completion of advisory responsibilities.
   (b) Pertinent communications. (Notes from other teachers, counselor, or parents).
   (c) Pertinent information about students, such as birthdates and achievements, helps to promote positive relationships within the group.
   (d) Students' schedule cards.
   (e) Parents'/guardians' phone numbers.

Part IV: Advisory Time.

Group Activities — Once the background work has been completed, the success of the program relies heavily on the teacher-advisor. His/her outlook can determine the entire focus of the program. We have found that our teachers want, more than anything else, daily activities and ideas. The guidance department has tried to provide and coordinate activities and also make each activity as easy as possible to conduct. This year we have relief on grade-level teams to develop units and this has greatly expanded our program. Often advisory time is used for group discussions to let the students vent their feelings about pertinent topics and grade-level concerns.

For many years, our advisory program has centered around SMASH — *S*elf *M*anagement *a*nd *S*elf *H*elp. SMASH is a resource guide that provides opportunities for students to acquire skills in self-management, interpersonal relationships, and decision-making. SMASH lessons are developmental in nature and geared to obtaining our goals.

It is recommended that copies of SMASH be made available to all advisors so that they can become familiar with its general format and major concepts. In order to study each domain in depth, it is advisable that grade-level advisors meet in groups. During these group meetings, individual lessons — objectives, vocabulary, and procedures — can be discussed in detail. Special emphasis should be placed on the use of the individual plan in each domain, the self-management plan, the interpersonal management plan, and the educational and career plan. These plans are designed to enable advisees to learn processes that they can then apply to their individual needs. With the goals of T.A.P. kept in mind, advisors should have an option to adopt these lesson plans, modify them, or choose different methods for achieving specific goals. It must be recognized that SMASH is just one component of a T.A.P., and that supplementary activities need to be developed.

In addition to SMASH, our advisory activities have included handicap awareness, stress management, conflict resolution, study skills, and test-taking techniques.

Individual Contacts — The core of a T.A.P. program is the personal contact between advisor and advisee. This can best be achieved through individual conferencing. Advisors must be given time and space to conference individually with students so that confidentiality can be assured. Individual conferences cannot be effective if the advisor is responsible to the total group at the same time. A method used at Patapsco Middle School to provide time for individual conferences is the buddy system. This is a pairing of advisors which allows one advisor to supervise two advisory groups while the other advisor conferences individually. However, it is recommended that advisors be given additional time, separate from the group advisory time, to fulfill this vital function. Each advisor is expected to conference quarterly with each advisee to discuss his/her report card and any other academic concerns. In the past, each student has kept a duplicate report card with the advisor so that the conferencing is enhanced.

It is important to remember that effectiveness in advising is not based on the technical skills of the advisor, but rather on the desire to provide a warm, caring environment. Advisors are not expected to be counselors or psychologists, but merely to be available to listen and willing to help. Being an advisor allows time for many to practice the skills that attracted them to teaching in the first place.

Part V: Evidence of Success.

It is often difficult to measure the effectiveness of an advisory program. Perhaps the greatest contribution T.A.P. has provided to our school and community is the feeling that we care. Ten years ago, we had many of our students in other schools throughout the county. Now students from other school desire to attend Patapsco. We continually hear from our parents about our caring staff and our involvement with our students. I feel strongly that our advisory program contributes to this community feeling and helps bring a sense of unity. I can't help

but feel that our sixth graders adjust so well to middle school because of the extra time and care that they are given by their advisor.

Even our staff members who complain about advisory at times believe it is worthwhile. Our teacher advisory program has allowed us to cover many more pertinent topics that are normally taught in a strictly academic curriculum. But most important of all, the teacher advisory program has created a warm, caring environment where students and teachers can communicate. It has helped to create what I believe to be a "true middle school."

2. Broomfield Heights Middle School, Arvada, Colorado*

"Reach for the Heights"

In the two years of research and planning that preceeded the implementation of the middle school program at Broomfield Heights Middle School, it was apparent that one program in particular especially recognized the needs of the pre- and early-adolescent child. The Steering Committee and later the CORE Staff determined that an advisor/advisee program would make a positive contribution toward helping the transescent learner through this difficult stage of development.

Planners at Broomfield Heights decided that one of the most critical components of the rationale for the advisory program was that it be considered as equally important with any other component of the middle school day. It was also decided that such a program was important to middle school youth because it would provide them the opportunity to look at themselves and determine their own worth. It would enable students to build their self-worth and self-esteem in a structured, but non-threatening, environment.

In the advisory program, the advisor would become "a significant other" in the student's life at school. This advisor would serve as advocate, friend, and a person to whom the student could turn for advice, understanding, and caring on a daily basis. The advisor and students would form a small group to accomplish these goals within the larger school community. The program would offer a "home away from home" during these transitional school years.

The planning committees decided that before an advisory program could be implemented, it would have to have the full support of the principal and other administrative staff of the school. The principal would have to be the cheerleader, the positive stroker, the financial supporter, the inservice promoter, and the ultimate definer of parameters. The counseling department would also have to give their unqualified support. They would have to be the immediate day-to-day advocates and designers of the program, especially at the early implementation stages. The counselors must do this while at the same time not viewing the program as a threat to their position. In fact, they should view it as an aid in dealing with overwhelming numbers of students. Finally, the central administration must give their support and understanding, not only in one school, but in the total school district.

How to get the staff to "buy in" to the program was another decision for the planners to determine. Would the teaching staff view the program as a help to their students, or would they simply see it as another preparation? To eliminate this concept of the extra preparation, the counselors with administrative help would have to prepare materials for the teachers to use on structured activity days. The counselors would also have to make themselves available to assist teachers in working with students in an advisory capacity. It was realized that this would be more difficult for secondary teachers than for those with elementary teaching

This section was written by **Dr. Jerry Owen, formerly Assistant Principal at Broomfield and now Principal, Lincoln School, Taft, California.*

backgrounds. The focus must be one of helping and assisting the teachers at every stage of the way in order to get their long-term commitment. An extensive pre-implementation inservice program would be a must. This could take the form of classes for college credit and/or before and after school meetings. Hopefully, the counseling staff would take the leadership role in these classes. The goal must be to get the vast majority of teachers to try the program and give it an honest effort. If not, the program would not succeed.

We would look in the first year for group unity developed within the advisory groups. More solid results would not be looked for until after 2-3 years. After the initial year and further down the road, the advisory should develop not only into group unity but also in getting to a posture of one-to-one help for students struggling with the middle years transition. We would look for teacher/student comfort with each other, for positive comments from teachers about the value of the program and for indications that students and parents feel that someone cares about each student on a personal basis at the school.

In response to the desire to implement an affective program into the new Broomfield Heights Middle School, a core committee of teachers met regularly to determine the direction on the advisory program. Their task began with the development of the structure and later the philosophy for their program. They began with the selection of nine topics, one for each month the students would be in school. The name of the program as decided by this committee was "Reach for the Heights."

The first topic selected was Responsibility, followed by Self-Concept for October, Friendship-November, Holidays-December, Decision-Making-January, Communication-February, Community-March, Safety-April, Life Skills-May, Summer Skills-June. Once the topics for each month had been chosen, the committee designed the weekly or daily schedule. One consideration in creating this structure was that there would be very little extra teacher preparation time. The 18 minutes of Advisor/Advisee added to the regular school day permitted the students to have a day for reading or journal writing. In addition, two days, one at the beginning of the week and the other at the end of the week, allow for the teachers and students to plan together for a socialization day. Thus, on Friday students could be eating pizza or playing a volley ball game. The two days in the middle of the week are reserved for the activity dictated by the topic of the month. We have strived to preserve this schedule and the integrity of the 18 minutes even to the extent of reading administrative announcements during first period rather than during advisory period. We have also discouraged students from doing homework during this time. Every effort is made to adhere to the schedule.

One of the goals of the program is to assist students in developing positive self-worth. We work toward this by providing a setting, an appropriate time, and a group of teachers who believe in the program. Another focus of our advisory program is intended to facilitate a child's transition from a structured one-teacher, one-classroom to a middle school situation. In order to schedule our advisory classes, our counseling office randomly selects twenty students and assigns them by grade level to one teacher. This grouping, if they are sixth graders, will remain with that teacher for the three years that they attend Broomfield Heights Middle School. The seventh grade will stay with their Reach Advisory teacher for two years, and the eighth grade for one year. The advisory teacher distributes

report cards, progress reports, is the contact for parents, and acts as a student advocate. This process helps the more serious problems to surface and these are then transferred to the counseling office.

Our counseling staff has compiled a book of activities which coordinate with the monthly topics. Each month the counselors deliver the monthly booklet and discuss with each of the teachers the progress of the previous month and highlight the activities for the upcoming month. Each counselor also acts as a resource and consultant for his/her respective grade level. The counselors model the activities for the students and the Reach teachers by periodically taking a class for the teacher. This also allows the counselor to get to know the students. Included in each month's booklet is an evaluation form for teachers to complete and return to the counseling office. If the teacher has an activity which is different from the activity in the booklet, the counselors will circulate it among the other teachers. Teachers are also encouraged to share ideas and activities.

Along with the monthly communication with the advisory teachers, a committee with a representative from each team, or two members from each grade level, meet regularly to monitor the program and to act as a liason between the administration and the teachers.

The future for the Advisor/Advisee program at Broomfield Heights Middle School depends entirely on its success as perceived by the three principal groups involved: the staff, the students, and their parents. Parents must believe that the time involved in this program is worth the time on task lost in other curricular areas. With the current cry for more homework, longer school days, longer school years, and greater emphasis on academic basics, parents must be convinced that the time spent in an Advisor/Advisee program is an asset and not a liability.

Staff members, and particularly classroom teachers, have similar concerns. With greater public demands for evidence of successful classroom instruction, teachers are not easily convinced that giving up precious minutes of instructional time is worth it. Nor are they easily convinced that they have the time or energy for "another preparation."

Students are often the most perceptive and severe critics of any program or classroom. They can and do form opinions very accurately about whether the activity is of some value to them. These opinions, though certainly based on unscientific and nonprofessional criteria, come from the clients of the program. These people may even profess to like non-productive time or a program which is only fun and wasteful, but they will also state very quickly that this is the way they perceive it.

How, then, do the students, staff, and parents view their advisor/advisee program at Broomfield Heights? Clearcut, objective, and scientifically measurable results are difficult to obtain given the nature of the program and the lack of extensive budgetary support from any source to fund such surveys. Therefore, school-based subjective surveys are the source of data about the relative success of the program at Broomfield Heights.

In a survey conducted in the Spring of 1984, students were asked a series of questions to ascertain their feelings and/or opinions about several aspects of the advisor/advisee, or REACH, class. In response to the question, "Do you like your REACH class?," 34% of all students replied that they did. Another 51% replied that they sometimes like their REACH class, while only 15% disliked

the class. Obviously, the 85% liked the class some or all of the time. Another way to look at this particular question is that out of an average REACH class of 20, 17 students like it at least sometimes.

Another question was, "Did you make any friends in your REACH class?" Answers here indicated that 82% of all students did make friends in this class while 11% responded that they did not make any friends. Another 8% replied rather tentatively that they sometimes made friends.

A third question asked students if they learned more about themselves in their REACH class. While 50% replied that they did not, 46% replied that they had learned more about themselves.

Students were asked whether they liked the REACH schedule and replies were given for each of the planned REACH days. The Monday "planning" day was liked by 73% of all students, while the Tuesday and Wednesday "structured activity" days were liked by 60% and 61% of all students respectively. The Thursday silent reading day was the least popular with 52% liking it, while the Friday socialization day was the most popular with 90% responding favorably. Information like this can be helpful in determining how certain daily activities measure up to others and possibly how effective any daily activity is.

Some typical student replies to the question of how the REACH teacher was most helpful were:

"she always listened to me"
"letting us voice opinions and plan things on our own"
"giving us new ideas"
"helped me with my family life"
"not at all"

In response to the question of one thing they would change about their REACH class, typical responses were:

"not have as many activities"
"make every day socialization"
"make it longer"
"choose what activities the REACH class wants to do"

Teachers were also surveyed in the Spring of 1984 to determine their opinions about the program for the past year.

Teachers were particularly supportive of the monthly resource booklets provided by the counseling office. They were viewed as helpful and as effective ways of coordinating the program.

Friendship and Communication were the most-liked topics, while Safety and Community were the least liked by teachers. In order to determine the effectiveness of the individual activities in each monthly packet, teachers were asked to respond favorably or unfavorably. This information was helpful in revision of these packets. Also, due to the lapse of time involved between many activities and the survey, it was decided to obtain this particular information at the end of each month or topic with a monthly evaluation form in the future.

Responses from teachers about what changes they would suggest were:

"Use time to help kids"
"One socialization day that isn't Friday"
"Include topics of *trust* and *spirit*"
"Flexibility to change groups of students in extreme cases"

"Be more flexible in days scheduled for activities"

"Refocus! The intent of REACH is child oriented — our overdependence on the packet is taking away from the flexibility needed to establish a natural adult/child relationship"

Teachers were then asked for concerns that they have for the next year. Responses were:

Twelve teachers said that repetition of the activities was the biggest concern.

"There should be separate 6th, 7th, 8th grade activities"

"Laxness of some teachers towards tardiness to REACH"

"Me — take more leadership role on Fridays —"

"I would hope that next year's eighth graders would buy into the program better —"

In addition to these surveyed concerns, the problem of what to do about continuity with teacher and students was a very great concern in the Spring of the program's first year. Would sixth grade REACH teachers keep their same students the following year when the students were then seventh graders and the teachers were still teaching in the sixth grade? Would the eighth grade REACH teachers pick up a sixth grade REACH class the next year? In short, would a REACH teacher keep the same class through all three years even as the students changed grades, or would the teacher change classes each year, always being with the same grade level? A Spring survey showed the staff to be equally divided. It was decided to change groups this next year, but following that, to keep the same students for the subsequent three years. Eventually perhaps, a determination could be made based on actual experience. Both possibilities seemed to offer distinct advantages and disadvantages.

Based on the survey data obtained from students and from teachers, the future of the REACH program at Broomfield Heights appears to be off to a healthy start with a bright future. Naturally change will occur as survey data are analyzed each year, but the overall goals and the basic process seem to be firmly entrenched. In the analysis of the program, the one gap appears to be in assessing parent opinion. Although no parent survey was conducted, informal analysis of parental comment and concern would indicate their overall support.

3. Shoreham-Wading River Middle School, Shoreham, New York*

"Advisory: An Advocacy Program for Students"

"In most schools, nothing is built into the program to allow children to look at the total picture of what is happening to them and to have guidance and support in doing so."

(Shoreham-Wading River Middle School Advisory Handbook)

Advisory programs have grown out of the knowledge and recognition that pre-adolescence is a critical time developmentally and that middle schoolers need support and guidance. Characteristically, these youngsters are concerned with their peer group, and they sometimes have difficulty communicating with adults. They have begun to question many aspects of their lives as they strive to establish their own individuality. Their identity is tied to a strong preoccupation with their body, self concept, and an imaginary audience. Cognitively, while they are more systematic in solving problems, their insights are tied to literal aspects, and thus they often fail to recognize the more complex aspects of a situation.

David Elkind talks about pre-adolescents developing integrated personalities and having a healthy awareness of themselves. His writing indicates that this personality growth in a pre-adolescent occurs when these youngsters are involved with experiences that are substantially different from adult activities. Pre-adolescents develop sets of connected values when they are allowed to be in situations where they may test limits, assert their wills, and discover their capabilities. But when pre-adolescents are made to fill adult roles prematurely, they miss the opportunity to be pre-adolescents. Youngsters who live as substitute parents miss the necessary experience to develop as age-appropriate children. Without these varied experiences, they may be unable to develop integrated selves. The teen years are vital. They are the time for being impulsive and naive. When pre-adolescents function as adults, they miss the time to discover who they are. Further, since they are not often at the formal level of reasoning (Piaget), their judgements and behaviors are often inappropriate because they are unable to logically produce the necessary responses to difficult situations. An advisory program assists the student in looking at the total picture while emphasizing consistency, support, and advocacy for the student during this period of rapid change.

Advisory calls for a strong commitment to the individual child. It means that each child has an adult advocate in the school, "a person who can champion the advisee's cause in student-teacher, student-administrator, and student-student interactions." (SWRMS Advisory Handbook). The success of an advisory program is linked to the administration's commitment to providing time in the schedule to enable staff members to develop a thorough knowledge of their advisees' strengths, weaknesses, needs, and personal growth.

This section was written by **Ross M. Burkhardt, teacher at Shoreham-Wading River Middle School and **Dr. Esther Fusco**, formerly the Reading Coordinator there and now an elementary principal in the Babylon School District.*

When an advisory program grows out of these beliefs, it functions as the heart of the school. It pumps life into the entire system. Everything flows from it, and the effect can be felt throughout the day. In a system where each student starts his/her day either with a one-to-one conference or in a small advisory group, the day has a different tone. The advisee knows that someone is interested and concerned and that he/she belongs to a group. A feeling of belonging, a sense of individual identity, and a consistency of structure serve to support the child's well being by providing a comfortable start to the school day throughout the school year.

Every student in the Shoreham-Wading River Middle School is placed in such an advisory group with nine other students. Basically, advisory means the establishment of a one-to-one relationship between an advisor and an advisee for the purpose of communication and student development.

A student's advisor is responsible for all aspects of the advisees' school life, including having regular conferences, meeting with parents, completing the advisee's report card, acting as the advisee's advocate in conflict situations, and meeting with the advisee's teachers.

Our middle school is divided into four teams of one hundred fifty students each, and each team consists of fifty sixth, seventh, and eighth graders. The students have their academic programs of English, social studies, math, and science on their team. They leave the team for arts, gym, language, and lunch activity. Five teachers share the fifty students assigned to a grade level and thus create the ten member advisory groups.

At Shoreham-Wading River, each advisory has the opportunity to meet three times during the day. First, a forty-minute advisory conference period is built into the daily schedule. Students having advisory conferences take the early bus to school for their first period conference; the remainder of the students arrive forty-five minutes later via the regular bus run. Second, the advisor meets for twelve minutes each day with the advisory group, similar to the traditional homeroom period in a junior high school. During this brief period, the advisor makes school announcements, conducts the pledge, takes attendance, collects milk money, plans advisory social functions, relays messages, and sets up individual advisee conference dates. Finally, the entire advisory has lunch together.

When dealing with advisees, the advisor is supported by the other advisors on the team along with the guidance counselor, principal, assistant principal, and psychologist. They all work together to insure that the advisory system is a comfortable, relaxed experience for the student.

ADVISORY — THE EVOLUTION OF A SYSTEM

Our advisory program began the day Shoreham-Wading River Middle School opened in September, 1972. During summer workshops before opening day, staff members discussed what advisory would mean. It was a concept new to everyone — teachers, students, administrators, and parents. Instinctively, we had a sense that such a program was worthwhile, but we were not as clear then as we are now about its significance and methodology.

From the beginning, all staff members were involved in advisory. It took us two or three years of working as advisors to fully internalize the program. The job demanded something other than being just a good classroom teacher. Everyone

was expected to be a good teacher, of course, but now something new and had been added — the task of dealing directly with the total school lives of our advisees. As one staff member put it, "Where I used to teach, we had to sneak this kind of thing in on the side. Here, it's part of the everyday program."

The first year, advisory groups ranged from nine to fifteen students, all at the same grade level. This pattern has continued ever since. Originally, the school was divided into three wings — 6th, 7th and 8th. A teacher might have students from twenty different advisories in his classes. Communication with the different advisors became a problem. In the fifth year of the school, we shifted to a team structure, one we retain to this day. Each of the four teams has 6th, 7th, and 8th graders on it, and, with minor exceptions, students stay on a team for three years. Now an academic teacher deals just with the four other advisors on his team, and communication about students is greatly enhanced.

Periodically we have workshops for staff members to review advisory strategies. This sharing centers on techniques that work. for example, a group of advisors may discuss approaches to individual conferences with shy advisees. Teachers and administrators plan and participate together in these review sessions, because there is the recognition that we all need continued development and refinement of our skills as advisors.

What has changed in our advisory program over the twelve years? The most significant addition to the program has been advisory lunch. For the past four years, we have followed a schedule in which each advisor meets for lunch with his/her advisory group. This creates a time in the middle of the day when the advisor has a chance to be with the advisory group, they follow up on any school or personal matters, and to build a sense of group unity over the course of a school year. Recently, the faculty was polled to ascertain their scheduling priorities. Advisory lunch was rated as the most important consideration by the entire staff. Not only does it allow advisors additional access to their advisees, but in one sweep it does away with most lunchtime discipline problems. A small group of ten individuals eating together is a much more wholesome setting than the traditional junior high school cafeteria scene.

What hasn't changed over the years in our advisory program? Individual conference time for an advisor to meet with an advisee has been a constant. Advisors must have access to their advisees, and the morning conference period makes this possible. Our commitment to students as individuals has remained constant. The role of the advisor as the advocate for the child also has remained fundamental to the success of the program. Communication between staff members about advisees is vital to an advisory program, and we have worked consistently to create and maintain time in the schedule for advisors to meet as teams. The basic philosophy that we established twelve years ago, placing the child at the center of the learning process, remains as alive and vital today as it was when we started.

Placement

In the spring of each year, placement and all other administrative details of advisory begin. The middle school administrators, guidance counselors, reading teacher, and learning disabilities specialists meet with their counterparts in the elementary schools. Each incoming 6th grader is discussed and any specific place-

ment recommendations are made by this committee. These recommendations are kept, along with any other pertinent information on the particular student, in a placement folder. With the exception of the 6th-grade procedure mentioned above, from this point on the placement process is essentially the same at all grade levels.

At the March parent conference, the advisor presents the parents with an advisory request form. This form allows parents the opportunity to communicate special information about their child. Requests are carefully considered and discussed. The discussion notes and the parent request form are placed in the advisee's folder.

In May, the team's grade level advisors, a five-member group which has worked with the student all year, make up advisories for the next year. All the information available about the student in his or her personal folder plus the experiences of the grade level advisors is used to determine the appropriate grouping for the next year. Groups are balanced at this point by the grade advisors according to academic ability, personality characteristics, special interests and sex.

The next year's advisor then examines the list, giving any reactions to the students placed in the advisory. The future advisor, at this point, also gets to review any information on the students which is available in their folders. Occasionally, the next year's advisor will request an upcoming student because the student has a special need or interest that the advisor feels particularly able to meet.

Normally, students stay on a team for three years. In fact, less than 3% of our students are transferred from one team to another. If a team change is contemplated for any student, the advisors discuss the reasons for the change. A record of this discussion is maintained in the advisee's folder. Then, if for some unforeseen reason changes must occur during the summer, the administration can consult with the student's folder and grade level advisors who set up the initial group. This process serves to protect and balance each advisory and enables the administration to act in an informed manner. Students receive their advisory placement during the summer.

Responsibilities of the Advisor

The job of the advisor has many aspects to it. Over the years, we have identified the following responsibilities that each advisor is expected to meet:

a) having regular morning conferences with each advisee throughout the year;
b) having two formal parent conferences (mid-November, mid-March);
c) performing morning advisory duties (attendance, salute to the flag, collection of milk money, communication of school-related activities);
d) keeping an organized, up-to-date folder on each advisee;
e) making out report cards on each advisee;
f) contacting parents regarding the advisee's progress and behavior;
g) meeting regularly with other advisors to share information about students;
h) supporting teachers in the handling of classroom discipline problems of advisees, including involving the guidance counselor, the principal, and the assistant principal when necessary;
i) making schedule changes for the advisee at times when a class change seems to be a reasonable way to resolve a situation;
j) informing appropriate staff of special information about advisee (i.e., health, disability, family situation);

k) selecting appropriate information to be placed in the advisee's permanent folder.

In addition to meeting these minimum expectations, an advisor can enhance the advisory experience in a variety of ways. For example, the advisor may meet with the child's previous advisor or with the parents early in the school year. These meetings enable the advisor to have additional information or suggestions about the student. Such information can facilitate the seven or eight conferences that take place during the year between advisor and advisee.

The Advisor-Advisee Relationship

For an advisor, developing a meaningful relationship with an individual student is the best part of the process. There is great power in recognizing and valuing the student as is, with nothing added or subtracted. Students in this environment know they are accepted, and along with acceptance comes the opportunity to be themselves.

Getting to know each advisee means spending time together, talking and communicating in a meaningful way during morning advisory conference time. This involves getting beyond mundane "How is your day?" type questions and, during the course of the year, may involve the following activities:

— sitting and talking over a cup of hot chocolate
— helping an advisee organize a notebook
— shooting baskets in the gym
— reviewing a particular homework assignment
— visiting an art room to see the advisee's project
— meeting with both the advisee and his/her friend
— going out together for a bagel
— discussing a specific problem that has arisen
— planning an advisory group activity
— working on a special project together
— meeting with the advisee and another teacher to resolve an issue
— sharing interests, hobbies, and ideas.

All of these activities and more are possible during the forty-minute morning advisory conference period, and all of them allow the advisor time to explore the child's interests, to discuss concerns, to deal with questions, and to share joys and fears. In this way the advisor gets to know each advisee by conferring with them and showing a willingness to care about them in a non-evaluative manner. This caring attitude helps create a warm atmosphere in our school. Students respond very positively to this nurturing, and as a result the amount of disciplining a teacher does becomes minimal. Students whose feelings are known, supported, and valued are able to interact with their peers in an appropriate manner and act responsibly towards their environment.

When visitors interact with or observe students at Shoreham-Wading River Middle School, they are often impressed with how relaxed and how responsible the students are in their behavior. Often visitors comment on how verbal these middle school students are. What our students have apparently learned through the advisory program is that they can have successful relationships with adults. Adults can be integral parts of their lives, not the enemy but people with whom they can learn, share, and interact in a positive manner.

In an advisory system, the student has a three-year opportunity to test limits, engage in activities and dialogues which foster self-development and experience consequences for his/her actions. Advisory is the center for the preadolescents to try out their feelings and discover how people react to them. It is the opportunity to develop the integration of self of which Elkind writes.

Advisory Group Activities

Students need a sense of belonging, and advisory provides that feeling. Each student lives for a year with a group of nine other students. Advisors are encouraged, but not required, to plan group activities with their advisees. Through these activities, students get to know one another better, and the advisor gets to know the advisees better as well. A sense of trust between advisor and advisee gets built up during the year. This is important because when a crisis occurs, and with pre-adolescents there is inevitably a crisis, a trusting relationship already exists between advisor and advisee.

A wide range of advisory activities takes place at Shoreham-Wading River Middle School. Some advisors use the annual Variety Show as a vehicle to develop group cohesion. The Variety Show, now in its 6th year, takes place just before Halloween, and tryouts occur in early October. Thus, advisors use the month of September to begin working on presentations for this event. As the advisory practices its presentation, a sense of teamwork begins to develop. By showtime, the presentation and ensuing applause result in a lasting memory and a basis for future group activities.

Other advisors plan annual camping trips with their groups. They travel by minibus to locations on and off Long Island. These two- and three-day experiences allow the group to live and play together. These shared experiences often bring together a group of students who initially felt they had nothing in common. During the trip they discover new aspects of each other's personalities. Once the trip is over, the warm feelings remain and serve as a unifying factor for the group.

Our lunch activity intramural program is based on the advisory system. A victory in floor hockey or soccer can do wonders for an advisory's group spirit. They openly cheer each other on to victory and show obvious respect for an individual who participates just by being there with the advisory, even if that advisee isn't competing on the advisory team.

Other advisories plan breakfasts in the home economics room. The students cook pancakes, eggs, toast, and other treats. Some advisories plan trips to New York City to see a show or take in a ball game; they go to movies, or go bowling, or roller skating, or celebrate a birthday, or host an author during Authors' Week, or prepare dinner at the advisor's house — the variety of experiences is great. What we have discovered is that working together as a group toward a common goal, regardless of the activity, pays off in big dividends in terms of an advisor getting to know the advisees better and in terms of the group feeling more like a group. Once the advisees break the ice with one another, they are more apt to talk and share with each other in a family-like atmosphere.

The Impact of an Advisory System

Advisory has transformed the nature of teacher-student and teacher-teacher relationships at Shoreham-Wading River Middle School. The advisory system is

always in effect, since advisors are constantly "on the job" by interacting with their advisees. The individual conference time, the morning advisory group meeting, advisory lunch, classes, encounters in the hall and observations by advisors of their advisees in other class settings provide the advisor with a constant stream of experiences through which to learn more about the advisee. These numerous interactions and the partnership aspect of advisory result in the formation of close relationships between many advisors and advisees. As advisors, we cannot help but see our students in a different way than if we had access to them only during third period English or on lunch duty. We see them more completely, and they know they are valued as individuals. As a result, their behavior is modified positively by an environment which is aware of them, which cares about them, and which is structured to respond to their needs.

Teachers benefit greatly from an advisory program. Each teacher has a resource person to go to in the case of an individual student should the need arise. If Johnny or Sally is doing poorly in math, the math teacher can go to the advisor, share this information, and seek a better understanding of the student. Since the advisor acts as the central clearinghouse for information concerning that child, the advisor is in a position to respond to inquiries from other teachers. If a teacher is having a problem, the advisor can be enrolled to help deal with the problem.

A duality of roles is at work here. Since every teacher is an advisor and every advisor is a teacher, we are constantly changing hats. One moment Mr. B., the teacher, might be seeking information about Sally's third lateness in one week to his class. The next moment Mr. B., the advisor, may be explaining to a teacher why Johnny, who experienced a family trauma, was unable to complete the assigned homework. With an advisory program, teachers have an incredible resource/support system available to them. They have access to advisors who know their students very well and who are concerned about the academic success of those students.

In addition, the teacher as advisor has the support of the ten advisees. They offer cheer, humor, and sympathize on any given day. The value of this mutual support between advisors and advisees should not be underestimated. The teacher experiences the satisfaction of establishing significant relationships with students. These significant relationships do not necessarily end when students leave the middle school.

Students benefit from an advisory program. Each advisee is connected with an adult in the building. Each student is plugged into a person who cares about him, who acts as advocate for that child's interests, and who encourages that student to participate in school activities. The advisor also acts as another adult model for the advisee. Advisees have the opportunity to view their advisor's interactions, attitudes, and feelings in a variety of circumstances. For example, advisees see the advisor modeling respect for individuals, and they can use this observation to establish their own values. In addition, when the advisee is in a conflict situation, he/she can engage with the advisor in an experience that better enables him/her to understand adult responses and behaviors. When children have adults around them who are responsive to their problems and with whom they can share successes, the environment of the school is much more inviting to success.

Because all students are placed in advisory groups, they have access to friendships, a family-like atmosphere, and a pleasant beginning to the school day. Many

students form lasting friendships with others in their advisories. Advisees have told us that advisory gives them a chance to get to know students in school with whom they might not otherwise have associated. Belonging is all important, and advisory answers that need.

Parents benefit from an advisory program because they have a teacher in the school whom they can contact when they have questions to ask or information to share about their child. When report card time comes around, the parents meet with the advisors to discuss the child's progress. In this way, a parent gets firsthand information from the adult in the school who knows the child best — the advisor.

The administration benefits from an advisory program because advisory minimizes discipline problems. Advisors handle much of the discipline because they know their students and they know the history. An overworked assistant principal or a guidance counselor may not know the particular child, and in these settings the child may not be dealt with appropriately. When an advisor handles a discipline situation, he does it with knowledge of the child, the parents, the group setting, and the history of that child. Thus, students get a fairer shake. In cases where an extreme situation exists, advisors can go to the administration for support. In our school, because of advisory, administrators are freed from handling many of the petty incidents, and they can put their time to more valuable pursuits — their own advisees.

Guidance counselors also benefit from an advisory system. Advisory is the first line of a good guidance program. Since many students want merely to be listened to, advisors serve this function through individual conferences, and guidance counselors are able to deal with more serious matters. Also, advisors are in close contact with all children in the building. Consequently, they can make referrals to guidance for students who might otherwise be overlooked.

In our school, guidance counselors work with advisors in many ways. They assist advisors in dealing with individual students; they help advisors work on group dynamics skills; they counsel advisees referred to them by advisors; and they help advisors plan strategies for dealing with individual advisees and groups.

The Opportunity Of An Advisory Program

Middle schools, if they are true to their philosophy, must establish programs that recognize the needs of pre-adolescents and then respond to those needs. A child-centered curriculum, grouping students into teams, and recognition of individual needs are found in all good middle schools. An advisory program is the same. Given the changes that children go through from age ten to age fourteen, they need some measure of stability in their lives to help them cope better with their changing bodies and changing world. The need caring adults to serve as role models for them. They need positive interactions with their peers. They need opportunities to try out different responses to life's questions as well as the support systems to pick them up when they stumble. They need assistance in building integrated lives.

An advisory system responds to all of these needs. Additionally, an advisory system fosters better communication within the school and with the community. Teachers are supported by an advisory system, as is the administration, the guidance teachers and the parents. Most of all, students are supported by an advisory system, and they are what we are all about.

"Advisory means a lot to me. It's a time to talk and get ready for working. It's a time to share questions and some problems. But usually you talk to your advisor about problems. It is also a time to find out what's happening in school. Without an advisory I would be so confused all about my work and what's happening in school." (Tricia — 8th Grade)

4. Tapp Middle School, (Cobb County Schools), Powder Springs, Georgia*

"The Personal Approach to Development"

SAMPLE ADVISEMENT CALL

"Hello, this is _____. I am your (son, daughter's) advisor. I wanted to call and tell you how pleased I am to have _____ in my advisement group this year. I will be especially interested in keeping up with _____'s progress in school this year. I will talk with (his, her) other teachers regularly and contact you as needed.

Do you have any questions at this time that I could help you with? (Response from parent.) It is nice to talk with you. Please feel free to call me if you have any information that will affect _____'s schoolwork or behavior. Thank you for taking time to talk with me today. I look forward to meeting you at the PTA Open House on September 23. Goodbye."

Tapp Middle School's philosophy emphasizes the personal and social development of the child through the advisement program. Our staff includes two full-time counselors who are unable to deliver individualized guidance to our nearly 1,200 students. We have found that the advisement program lowers the high student-teacher ratio and provides for the personal development of each child. The advisement program has been in existence for five years. During this time, a process of evaluation and refinement has taken place. In the fall of 1983, an advisement steering committee was appointed.

The Advisement Steering Committee Purposes

1. Coordinate the curriculum of the advisement program to assure a sound developmental program and to prevent overlapping between grade levels.
2. Provide guidance and resources to advisors preparing monthly calendars.
3. Develop evaluation criteria for the advisement curriculum.
4. Insure a guidance-based program.
5. Facilitate communication.
6. Establish the tone and direction of the advisement program.
7. Consistently evaluate and suggest solutions to problems directly related to the advisement program.
8. Initiate and plan inservice for advisors to enhance the program.

This section was written by **Mike Campbell, Principal of Tapp Middle School.*

The Advisement Steering Committee

Organization

Administrator
Counselors (2)
6th Grade Teacher/Advisor
7th Grade Teacher/Advisor
8th Grade Teacher/Advisor
Exploratory/P.E. Teacher/Advisor
Special Education Teacher/Advisor

Three administrators, three paraprofessionals, one counselor and four faculty members are exempt from advisor roles at Tapp. Administrators and paraprofessionals are needed to perform the regular duties of their traditional roles during the advisement period. One counselor handles withdrawals and registration of new students during the advisement time and the four other faculty members perform a variety of duties, including substituting for advisors who routinely have no substitute teacher when they are absent (i.e., media specialists, counselors).

The advisement/homeroom period is twenty-five minutes long and is the first period of the day. The first few minutes are spent in taking attendance, lunch count, announcements and other routine tasks. The remaining minutes are spent on the regularly-scheduled activities on the monthly advisement calendars. Included are activities for small groups, individual, or whole class participation; these may be pencil and paper, motion, listening, or sharing activities. *Interchange* describes discussion of a given subject according to special rules that assure a "safe" environment. Holidays may have special-emphasis activities. An occasional "student choice day" may include activities such as talking about a particular subject of interest or pertinence, sharing hobbies, or having a guest speaker. The advisor is available to students during the unstructured time prior to the advisement period. As students begin to arrive at school, the advisor is available to interact on a one-to-one basis.

The teacher-advisor assumes responsibility for twenty to twenty-five students. The advisor helps these students plan and achieve appropriate career, educational, personal and social goals. A closeness develops between the advisor and the students as well as among all of the students in the small advisement group. This promotes sharing, and results in the development of social and problem-solving skills. Advisors from all areas as well as counselors and administrators are able to share ideas and concerns and formulate solutions through advisement participation. The advisor also provides a valuable "link" between the home and the school. Advisors monitor the academic and behavorial progress of students and help communicate problems to parents, other teachers, and counselors.

The role of the teacher-advisor also includes the development of the advisement curriculum. Advisors from each grade level serve in the planning and preparation of monthly calendars. A group of three or four advisors work together on each monthly calendar, selecting materials and evaluating activities. The monthly calendar is then approved through the principal and duplicated for use by the entire grade level. At the end of each month, advisors indicate the success of each day's activity with E (excellent), S (satisfactory), or U (unsatisfactory).

These evaluations are taken into consideration the following year when that same monthly calendar is developed.

Advisors assist in the personal development of the child through affective education, group guidance, and the development of study skills and social skills, as well as self-assessment. The monthly themes reflect this process.

Advisement Monthly Themes

	6th Grade	7th Grade	8th Grade
Aug./Sept.	Get Acquainted	Get Acquainted	Get Acquainted
Oct.	Test Taking	Study Skills	Study Skills
Nov.	Making/Keeping Friends	Decision Making	Caring
Dec.	Community Service	Community Service	Community Service
Jan.	Decision Making/ Peer Pressure	Substance Abuse	Decision Making
Feb.	Communication	Caring/Manners	Test Taking/Careers
March	Who Am I?	Careers	Creativity
April	Getting Along with Others	Creativity	Family Relationships
May/June	Georgia	Problem Solving	High School Preparations

The administrator is one key to the success of the advisement program in that he determines the direction of the program, coordinates it, organizes inservice activities, schedules time for the program, encourages the staff in its efforts, and brings the program to the eye of the public and the school board. The commitment of the advisement steering committee is another key to the success of the program.

The counselors serve as a resource to the advisement program. They provide both formal and informal assistance to advisors in developing skills in the areas of active listening, group dynamics, parent conferencing and conflict resolution. This is effective utilization of the counselor's technical and human relations expertise. The high level of interaction between the advisor and the advisee relieves the counselor of many inappropriate student self-referrals. The counselor thus gains additional time to spend on the more appropriate referrals. The advisement program is viewed as a total school effort, and staff involvement is vital in helping all teachers to view the total child.

Topics for monthly calendars are chosen by advisors and then re-evaluated in the fall, prior to school opening. Topics are chosen according to the needs of the students as seen by the advisors. Test taking skills, for example, are taught just prior to county-wide test administration. Study skills are taught on all three grade levels as advisors see this as an area of weakness through all three grades.

Materials for the advisement calendars are gleaned from many sources including original teacher-made activities and prepared materials from various sources.

The advisement program has undergone refinement and change during the past five years. A complete list of suggestions from the advisement steering committee is included.

Advisement Steering Committee
Recoommendations

1. To establish a buddy system for new teachers to Tapp. A veteran teacher will orient the new teacher to the advisement program and its philosophy.
2. To establish a buddy system between a pod teacher and an "outside of the pod" advisor to facilitate communication.
3. To provide inservice activities that will establish the tone and philosophy of the advisement program to both new and veteran Tapp teachers.
4. Incorporate in all calendars an underlying theme of common courtesy and patriotism.
5. Provide a cross section of teachers to work on the individual monthly themes to facilitate communication and input.
6. Eliminate so many paper-pencil activities.
7. Provide for monthly student materials to be secured in packet form to eliminate paper waste, litter, and provide positive public relations by sending student completed materials to parents at the end of each month.
8. Provide for some flexibility in dealing with daily activities to accommodate student needs, current events, and unforeseen circumstances.
9. Reconsider and evaluate monthly themes, particularly on the sixth-grade level.
10. Include in the teacher monthly package supplies needed, answer keys, etc.
11. The advisement steering committee should coordinate the monthly themes and be a sounding board for the program.
12. Continue the present system of ungraded advisement.

One reason for the success of the program is the initial phone call made by the advisor to the parent of each advisee. This call is made during the first three weeks of school to welcome the child to advisement, let the parent know who the advisor is, establish some rapport between the parent and advisor, and provide a positive contact between the parent and advisor, and provide a positive contact between the home and school. Parent response to this call is extremely positive. "I can't believe this is the school calling and my child isn't in trouble," is a typical parent response. Often, in the case of the more well-behaved and academically successful student, the parent may respond, "This is the first time I have ever had a teacher call me." If calls are made during the third week of school, the advisor will know the students a little better and a positive, honest comment can be made to the parent which will provide a strong bond between the home and the school. This call may also provide the parent a chance to give information to the school or provide the advisor with necessary personal or medical details about the student.

The advisement period is not graded. Consideration to giving grades has been given. However, the advisement steering committee recommended continuation of the present format in which no A, B, C's are given.

The advisement steering committee suggested the establishment of a buddy system for 1985. This suggestion was made to facilitate communication between teacher-advisors in the content areas and those in exploratory, special education, and physical education. This will help eliminate some of the isolation felt by the teacher-advisor who is not located geographically within the academic instructional area. The establishment of the buddy system will also serve an in-service

function or orient the new teacher to the advisement program and its philosophy.

Comments from teachers and students concerning the advisement program include:

"It's the best part of the school day. I really get close to my kids during advisement."

"It's a perfect time to teach those skills necessary to be successful in the academics, like study skills, test-taking skills and time management."

"It's really successful if we advisors take our jobs seriously."

"I love it when we talk during innerchange. We all get a turn to share and everybody else listens. It makes me feel important."

"My advisor is my second mom. I can talk to her about anything."

"My advisor won't let me get away with C's. She talks a lot with my mom and they keep me straight."

"The study skills assignment sheet helped me keep up with my homework. I just never could get it together before I used it."

The advisement program has become an integral part of the curriculum at Tapp Middle School. We feel that the success of advisement is a result of the commitment of administration, advisement steering committee, and the individual advisors to continued excellence in education through caring.

5. Landon Middle School, Topeka, Kansas*

The Advisor Base Program at Landon Middle School, Topeka, Kansas actually begins the year preceding that year students begin attending Landon. Staff from Landon visit the feeder elementary schools to discuss with sixth graders the objectives and activities of the program. Additionally, each sixth grader completes a form asking questions related to the student's feelings about his or her strengths and weaknesses, interests or hobbies, friends and enemies, and fears about middle school. A form is also filled out by the student's sixth grade teacher, with assistance from the elementary principal and counselor, concerning special needs of the student, whether this individual would succeed more by having a female or male, older or younger advisor, other students who might influence this individual positively or negatively, and asking for any other information which would be helpful. The information is viewed only by the Landon staff responsible for developing the Advisor Base Program and for assigning students to each advisor.

Students are then hand-enrolled in Advisor Base. Great care is taken to separate students from the same feeder elementary and to have relatively similar numbers in each Advisor Base by sex and race. Each Advisor Base is made up of 15-16 seventh- and eighth-grade students. Eighth graders are used to assist seventh graders in their orientation to school and throughout the year. Advisors assign seating in their Advisor Bases so that both grades intermingle from the beginning. A student remains with the same advisor for the two years he or she is at the school. Special education students are spread out among Advisor Bases. Lockers assigned to students are done so through Advisor Base and are located immediately outside the advisor's classroom. By assigning lockers in this manner, it has diminished greatly one grade or group of students "taking over" a section of the halls.

Time Schedule

Advisor Base meets daily. On Monday, Tuesday, and Friday each Advisor Base meets the first 25 minutes of the day. Each advisor receives a monthly schedule of activities to complete on Monday and Tuesday. This schedule is developed by a staff Advisor Base Planning Committee, headed by Landon's Curriculum Coordinator, who is a teacher released half-time for various duties, one of which is directing the Advisor Base Program. This staff committee receives suggestions from a student committee for Advisor Base planning. Friday Advisor Base time is for Personal Advisement with advisors checking individually as to progress on class assignments perhaps or just being available for talking with individual students about whatever they want. While this personal advisement is ongoing other advisees read silently or study. This Friday time is often used as a "catch

This section was written by **Dr. Janice Bowers, former principal of Landon Middle School and currently principal at Fremont Junior High School in Mesa, Arizona.*

up'' day for finishing activities begun on Monday or Tuesday, but not completed then.

On Wednesday and Thursday, Advisor Base meets the first 5 minutes of the day. Landon staff feel strongly that students have a better day when given this time to ''get organized,'' ''calm down,'' ''tie shoes,'' and ''remember they've got a test in science today.'' After the last class period of the day on Wednesday and Thursday but still within the regular school day, students return to Advisor Base for Intramurals for a 30-minute segment of time.

Themes of Monday, Tuesday Activities

The schedule of activities for Monday and Tuesday Advisor Base is organized around themes. Activities are usually ones found in an Advisor Base Notebook developed by the district middle school staff with each advisor having one. Some days Landon advisors are given several choices of activities; some days a specific activity is required. When copies of activities are needed for advisees, the Curriculum Coordinator provides such for advisors prior to the day needed. The following is a listing of themes used:

September — Getting Acquainted (includes school orientation)
October-November — Goal-Setting
Preparation for Student-Advisor-Parent Conferences
Career Education
November-December — Friendship
January-February — Wellness
March-April — Problem-Solving
April-May — Reflection

In addition to activities related to these themes, Monday and Tuesday Advisor Base time is occasionally used for school assemblies.

Intramurals

Several plans for intramurals have been tried at Landon over the last five years. The one operating now is by far the most successful as far as promoting positive participation by students and staff and not disrupting the school day. Landon staff feel strongly that intramurals should be more than physical activities, and when possible all students will be participating in intramurals. The following is the schedule, listed from beginning to end of the year:

ACTIVITY	NUMBER OF SESSIONS
Outdoor Activities	12
Battle of the Wits	4
Career Education	5
Mini-Classes	8
Indoor Activities	8
Health/Nutrition/Stress Management	8
Mini-Classes	8
Outdoor Activities	12

Intramurals are organized by Landon's Activities Coordinator, a teacher released half-time for various duties. Rules are developed and distributed for each activity by him along with needed equipment. No ribbons or trophies are awarded to winners or any participants.

Battle of the Wits is similar to the College Bowl activity. Questions and answers are developed by teachers ahead of time with most of them coming from courses at school. The Career Education unit involves paper and pencil activities, standardized interest tests and speakers from the community (including Landon parents) with students able to enroll for speakers on two occupations.

Mini-classes are held twice a year and are made up of high-interest "classes" on hobbies, crafts, academics, leisure-time activities. Landon staff submit class ideas and descriptions and then students enroll, indicating several choices in priority order. Some of the mini-classes offered this year were Rocketry, Bread Dough Sculpture, Aerobics, Geometric Designs, Guitar, Computer Programming, Drama.

Indoor Activities include Spelling, Math and Geography Bees, Ping Pong, Basketball, and "Obstacles."

The Health/Nutrition/Stress Management unit was developed by the Activities Coordinator. Reading material on the subjects was distributed to advisors as orientation for students and staff. Biofeedback techniques were explained and performed. Both students and staff participated in exercises, monitoring of diet and in various ways to control stress.

At the conclusion of each section or unit of intramurals students and staff evaluated the activities.

Student-Advisor-Parent Conferences

Student-Advisor-Parent Conferences are held twice yearly, on a Thursday and Friday at the conclusion of the first and third nine-week grading periods. School is dismissed at noon on Thursday and is not in session all day on Friday. At Landon the individual advisor schedules each conference time. This means of scheduling begins important initial communication between parent and advisor. A master schedule of conferences is then kept in the main office.

Each conference is designed for fifteen minutes. The student is responsible for ten minutes of the conference, during which he or she discusses progress in classes through the use of a folder of work samples. Students work on selecting and compiling folder contents during Advisor Base. Included in the student's folder to aid the student in conducting the conference would be the following:

1. Work samples (both good and bad) compiled by the student.
2. Goal sheets, both short and long term.
3. Form entitled "My Last Nine-Weeks Report Card."
4. A list made by the student of ten positive things about school.
5. Honors received by the student.
6. Information the student wishes to share about hobbies/interests outside school.

The student does receive his or her report card during the conference.

To help the conference go smoothly and to relieve student anxiety, a number of advisors have students role-play conferences, portraying the parts of student,

advisor, and parent. This is especially helpful when preparing for the first conference of the year.

At the end of the ten-minute session that the student conducts, he or she is excused to allow private discussions between the parents and the advisor.

Various forms have been developed to aid each advisor in gathering information on each advisee's class performance and other activities. Much of the work — becoming acquainted with each advisee and working with each in completing and gathering materials for his or her folder — is done throughout Advisor Base time in Monday, Tuesday, and Friday sessions.

Special Projects

Besides the previously-listed activities, "special projects" are adopted by the school and run through Advisor Base.

One such project is a one-time fund raiser in the fall. All of the organizational details are managed through Advisor Base. Money raised is spent on school-wide needs determined by the principal and committees of students, staff, and parents together.

Another ongoing "project" is that of student government. Each Advisor Base selects each semester one seventh grader and one eighth grader to serve as representatives to Advisor Base Council. These representatives then serve on one of three committees — Principal's Advisory, Social, or Advisor Base Planning — which meets regularly with the principal. Each representative is expected to report council and committee discussions to their Advisor Base and to carry the group's concerns to the principal.

Adopt-a-Grandparent was a new project last year. Adults in a nearby senior citizens' apartment complex who indicated in response to a survey he or she would be interested in being "adopted" by an Advisor Base were brought by school bus to a Valentine's Day activity, with Valentines exchanged and the "Grandparents" being treated to a party. This project proved so enjoyable that communication, visits, and gift-giving occurred throughout the remainder of the year.

6. Putnam County Schools, Winfield, West Virginia*

Putnam County's Advisory Curriculum

Since the American middle school movement emerged some twenty-five years ago as a new educational initiative, much discussion has centered on the real or imagined organizational and substantive differences between it and the junior high school model being replaced. Clearly, most of the changes have been of an organizational rather than substantive nature. But the most fundamental difference seen by many practitioners is centered around the emphasis on affective growth and development, a key component of the middle school program.

That view was shared by many in Putnam County, West Virginia as that school district experienced an extensive reorganization of its schools from 1978-1981. The result was the creation of four middle schools to house grades 6-8 as well as a plan to phase-in various curricular and organizational changes. But the most difficult program to introduce and sustain continued to be, not surprisingly, the affective curriculum.

In examining available literature on other programs, the district's personnel found comparable programs with names such as Home-Base, Small Group Guidance, or Advisor-Advisee. Our program was given the title of Advisory, which remains as of this writing. So by late 1978, we had a name and conceptual framework for the program but still had ahead of us the task of defining the scope of the program and what goals could be set for it.

The task of producing the program was greatly helped with the publication of the MIDDLE CHILDHOOD GUIDANCE PROGRAM by the West Virginia Department of Education (Charleston, WV, 1980). This document was of crucial importance to our school district because it contained the philosophical rationale for the existence of a developmental guidance program at both the district and state levels. (See attachment for details of this statement). As a result of a survey completed by counselors and guidance directors across the state, the following goals and objectives for middle grades guidance programs were identified:

I. To assist students in the development of self-understanding and positive self-concept.
   a. To evaluate personal beliefs in relationship to others.
   b. To assess personal strengths and limitations.
   c. To become aware of one's own personal approach to life situations.
   d. To reorganize thought about one's self in line with significant body changes.

II. To assist students in the development of effective interpersonal relationships
   a. To refine communication skills.
   b. To become aware of roles in heterosexual relations.
   c. To continue to learn appropriate social skills relating to peers and significant others.

This section was written by **Denis Smith, Director, Early and Middle Childhood Curriculum in the Putnam County Schools.*

d. To increase cooperative behaviors in family interactions.

III. To assist students in the development of skills needed for effective decision making.
   a. To assist students in identifying steps to effective decision making.
   b. To increase awareness of one's own decisions in relationship to group decisions.
   c. To assume responsibility for consequences of one's own decisions.
   d. To gain awareness of how decision making relates to career explorations.

IV. To assist students in acquiring an awareness of their environment as it relates to personal-social, career, and academic development.
   a. To assist students in understanding how one's own interests and aptitudes now relate to future career choices.
   b. To increase awareness of the vastness of the world of work.
   c. To assist students in identifying and locating career information.
   d. To increase awareness of the relationship of educational experiences in the world of work.

Once the state goals were developed, a writing team consisting of middle school counselors, a curriculum director and a psychologist started the task of matching local needs with the identified goals and objectives. The program that emerged was designed to meet the needs of pre- and early adolescents in the areas of self-understanding and self-concept development, decision-making skills, interpersonal relationships, career exploration, and career awareness. It was also decided that at the beginning of the curriculum, time would be spent in an orientation program to prepare sixth graders for their new building and educational setting. Time is also spent in a short unit on the nature, importance, and maintenance of study and listening skills.

With the framework provided by the State Department of Education, its goals for middle grades guidance programs and coupled with local school district needs, the Putnam County Advisory Curriculum developed this scope for its three-year program:

Sixth Grade

I. ORIENTATION TO MIDDLE SCHOOL
   A. Building
   B. Staff
   C. School Rules and Student Handbook
   D. Student Schedules
   E. Individual Concerns — Sharing

II. STUDY AND LISTENING SKILLS
   A. Note Taking
   B. Outlining
   C. Library
   D. Homework
   E. Test Taking

III. LOOKING AT OURSELVES
- A. Acceptance of Self
  - 1. Knowledge of physical changes
  - 2. Knowledge of emotional changes
  - 3. Knowledge of social changes
  - 4. Knowledge of intellectual changes
- B. Personal Strengths and Weaknesses

Seventh Grade

I. UNDERSTANDING MYSELF
- A. Awareness
  - 1. Words to describe our feelings
  - 2. Expression of feelings
  - 3. Self-disclosure
- B. Development of Desirable Personality Traits
  - 1. Self-confidence
  - 2. Self-control
  - 3. Independence
  - 4. Trust
  - 5. Respect for others
  - 6. Appreciation for other people
  - 7. Affection

II. UNDERSTANDING OTHERS
- A. Awareness of Other People's Feelings
- B. How Behavior Affects Relationships with Others
  - 1. Family
  - 2. Friends
  - 3. Teachers
  - 4. Classmates
- C. Boy-girl Relationships
- D. Acceptance of Others

III. AWARENESS OF VALUES
- A. Understanding Values
- B. Exploring Personal Values
- C. Exploring Social Values
  - 1. Honesty
  - 2. Prejudice
  - 3. Loyalty
  - 4. Personal Standards
  - 5. Responsibility

IV. DECISION MAKING
- A. Steps in Decision Making
- B. Personal Decision Making
- C. Group Decision Making

Eighth Grade

I. DECISION MAKING RELATED TO CAREERS
   A. Review of Steps in Decision Making
II. GOAL SETTING
   A. Steps in Goal Setting
   B. Examining Types of Goals
1. Long Term
2. Short Term
   C. The Relationship Between Goals
III. INTERESTS RELATED TO CAREERS
   A. Interest Survey
   B. Utilization of IDEAS
   C. Characteristics of Careers
IV. ABILITIES RELATED TO CAREERS
   A. Review of Test Data
   B. Relationship Between Abilities and Career Choices
V. APTITUDES RELATED TO CAREERS
   A. An Overview of Aptitudes
   B. Relationship Between Aptitudes and Worker Traits
VI. RELATING SCHOOL SUBJECTS TO CAREERS
VII. INDIVIDUAL PROJECTS

Once these topics and their sequence were finalized, several class activities were written so that teachers would have in-hand practical examples of ways to implement the curriculum. These activities appear in a simplified format which features the goal addressed, a summary of the activity and its purpose, and verbal cues provided for the teacher to sustain the activity. Some of the activities also contain an evaluation so that the teacher/advisor can have instantaneous feedback to monitor the success or failure of particular activities. By this method, teachers can advise the counselors as to which activities appear to be stronger than others so that ineffective ones can be replaced. (The teachers were supplied loose-leaf curriculum guides so that other activities — including some that might be teacher produced or modified — could be substituted during the life of the program).

Summary

The nature of the middle school program calls for guidance to the responsibility of all teachers and not something left for the sepcialist. Moreover, the middle school program should be designed so that an "early warning system" is in place which allows the teacher-as-generalist to assess developmental problems characteristic of transescents before a specialist might be needed for in-depth crisis intervention.

The Putnam County advisory program recognizes that the guidance function in the middle school is a shared function of all professionals in which the staff assists students in:

* building self-concept and respect for others
* understanding themselves and others
* career exploration and awareness
* understanding behavior and values

* developing interpersonal skills
* decision making

In developing an affective curriculum, the following elements should be in place BEFORE any major writing effort is undertaken.

1. A COHERENT PHILOSOPHY. Schools wishing to implement an effective curriculum should first determine why they want such a program. If most of the student outcomes listed above are present, a working philosophy can be developed and set in place for the program.

2. CLEARLY STATED GOALS AND OBJECTIVES. The Putnam County program described here was aided in development by the presence of a middle school guidance program produced by the West Virginia Department of Education. It is fair to say that the job of local school districts is made easier when state goals and objectives for guidance are already in place. If they are not, it would be advisable for district-wide goals to be established before a school attempts to provide such a program. By doing so, both the community and professional staff are sent a message signaling the district's desire to improve and extend the guidance function in all of its middle schools.

3. INVENTORY THE TYPE AND VARIETY OF GUIDANCE MATERIALS ALREADY AVAILABLE. Consider all existing guidance material on hand in a school system as potential resources for the proposed program. When you have an inventory of these items, many activities can be cross-referenced so that the fullest utilization of available resources can be realized.

4. KEEP IT SIMPLE. When you have done the type of thinking needed for producing your own affective curriculum, look for good communicators — people who can express in writing ideas with clarity so that teachers won't be intimidated with the program once they see it.

If you keep these ideas in mind before you start on the task of producing an affective education program, you're bound to have success.

There's one more thing to be considered — time. Allow perhaps the better part of a year to write the program and another two or three years for full implementation. Things of quality and substance take much time and nurturing to produce.

Affective Education Mandated by West Virginia's State Board of Education

"The philosophical rationale for the existence of a ***developmental guidance*** *program at both the district and state levels" in West Virginia referred to on page 39 has an usually strong foundation. As perhaps the only state where affective education is, in effect, mandated by State Board of Education policy this condition was important enough and pioneering enough that it should be shared with the readers.*

State of West Virginia, Department of Education Policy 2510, adopted in 1984, is a very comprehensive set of regulations for high standards of quality in learning and teaching. Of particular interest to readers of this monograph are the following definitions:

"Middle Childhood Education is the educational program that addresses the intellectual, physical, and social/emotional needs of learners aged 10 through 14 across all programs in areas of study in grades 5-8." (p. 5) (Note the use

of the world "needs" as opposed to "characteristics." Webster defines "need" as "the lack or sense of the lack of something wanted or required" which certainly pertains to the affect as defined earlier in this monograph. Maslow and others have shared valuable insights into needs hierarchies and attainment much of which is strongly related to affect also).

"Developmental Guidance (is) planned activities and experiences designed to meet learning outcomes derived from student needs assessments in the area of self-understanding, self-concept, interpersonal relationships, decision making and educational/career choices..." (p. 6), (Once again the definition is affectively based derived from "student need" and not teacher, administrative, or parent need. Whether the authors of these regulations considered these subleties when they chose the wording or not, the content supports a very comprehensive affective education component in the overall middle-level educational program).

Even with the discussion of a percentage range of instructional time for Middle Childhood Education (grades 5-8), "discretionary instructional time" is defined to include developmental guidance, advisor/advisee programs, etc., and can account for 3% or better of the total instructional time. That would rank these programs equal to or exceeding the related arts and physical education programs' allocation of instructional time. (p. 26)

For further information concerning this significant piece of legislation contact

Coordinator, Middle Childhood Education
West Virginia Department of Education
Capital Complex, BLD. 6, B-057
Charleston, West Virginia 25305
(304-348-8830)

51

Part III
Implementing an Advisor-Advisee Program

1. Problems Encountered

Each person reading this portion of the monograph will have questions to raise about problems encountered in implementing advisor-advisee programs. In the preparation of this monograph many middle school people were contacted for generic and recurring questions about A/A programs. What follows was framed by those questions, but the interpretations and/or advice given is strictly the personal reflections of the author who has both studied A/A programs for many years and visited excellent examples of flourishing A/A programs throughout the United States, as well as voiced his own philosophical views concerning affective educational opportunities for middle school learners and staff members.

1. PROGRAM ISSUES

Question:

Can our school start an advisor-advisee program without much planning or training?

Answer:

No! Very few people skate the first time they either put on a pair of skates or make up their minds that they want to skate. Also, very few faculty members have sufficient in-depth understanding of the real social and emotional needs and characteristics of the 10-14 year old in order to "wing it" with an impromptu A/A program. Nearly every middle grades teacher has knowledge of the scope and sequence of appropriate content to "teach" the learner, but few have the same studied appreciation for the complexity of the affective needs of their learners, much less the needed repertoire of skills to facilitate growth in non-academic areas.

School-wide planning including parents, students, and experts conducted over time coupled with needed training will produce more effective advisor-advisee programs for middle grades schools. The goals of most affective education programs are too important and personal to leave to chance or the hands of unskilled people.

Question:

How much "lead time" should we allow before implementing an advisor-advisee program?

Answer:

There is no magic formula for the amount of effort and the length of time required to plan and implement any new school program. Common sense would suggest that the more constructive energy expended and purposeful time spent on *planning* a total affective education program for middle grades students, the sooner such a program could be implemented.

This author recommends a minimum of one academic year for planning and training before implementing an advisor-advisee program. In this amount of time, with effective and representative leadership, all parties involved in the decision-making processes should have adequate time to assess needs for program development, define goals and objectives, locate resources — both human and mediated, establish priorities and responsibilities for implementation, educate, train and support all persons involved in the program, and adjust other scheduled components of the total school's program to include the "new" program. Additionally, this time line allows for the initial development of appropriate program evaluation devices.

Question:

How should an A/A program be sequenced?

Answer:

Once a middle school faculty and staff decide to develop an advisor-advisee program, several issues need to be resolved in the early stages of planning. First, what is the scope of the program? Will advisors work with some or all of the following: academic advising, interpersonal skill development, affective needs of the transescent, study skills, career education, thinking skills and decision making, middle school survival skills, orientation processes into and out of the middle school? Secondly, will A/A groups meet regularly for a prescribed period of time? Third, will the students be part of the planning process and if so, how? Fourth, will A/A group time allow for spontaneous situations or be systematically designed to cover certain topics during certain terms or years? Fifth, are teachers willing and able to deal with a non-structured affective program or do they need and want resources, activities and structure to facilitate their involvement?

In one scenario the A/A group activity and development would follow a well thought-out sequence of topics appropriate to schooling and personal needs. In this instance all like groups would follow the same or similar A/A curriculum. In a quite different scenario, an A/A group might generate its own agenda and "free-wheel" their way through more personal or pressing problems. A middle ground scenario would possibly accommodate the needs for both structured experiences and spontaneous inquiry into problems or opportunities of an affective nature.

This author tends to favor the middle ground scenario for reasons that will be discussed in the following section of this monograph. Basically, the middle ground scenario values both the total programmatic needs of the middle school affective education components and the "as may arise" needs

of the teachers and learners thus producing a more powerful and collaborative program for all concerned.

Question:

Who should be in charge of an advisor-advisee program?

Answer:

Some specified individual within a school's faculty and staff, other than the building principal, should carry the title of A/A Coordinator. Whoever holds this position should possess the following qualifications: 1) interested in and knowledgeable about middle school advisor based programs; 2) skilled with good communication, interpersonal, and affective qualities; and 3) respected by students and fellow teachers. The most likely candidate for the coordinator's jobs is a guidance counselor or an assistant principal in charge of curriculum (but not discipline). A lead teacher selected by peers or the school librarian/media services person are possibilities. Building principals have overall responsibility for total middle school programming and can better facilitate an advisor-advisee program by creating a position within the school governance/decision-making structure to coordinate specific programs.

Often, some related concerns are associated with the designation of an A/A coordinator. Depending on the size of the program and scope of the efforts, some schools either compensate the coordinator monetarily for the additional responsibility, provide released time, underwrite the coordinator's attendance at a National Middle School Association conference as a presenter/participant, or some combination of the above. Many, if not most, coordinators do not themselves have a designated A/A group in order to allow them more flexible use of their time and talents while others are conducting A/A activities.

Question:

How do you schedule an advisor-advisee program and when is the best time?

Answer:

Two basic assumptions must be satisfied before answering this question. First, an advisor-advisee program is a needed, viable option for your middle school. And, secondly, that given a prescribed length of the school day, faculty and staff are willing to alter the master schedule to include this and/or other recognized middle school program options. Once these assumptions have been addressed openly and consensually, then "best time" and "length or program" can be established. However, no school should leave to chance, or when time is available, the inclusion of A/A activities. Designating a specific time of day (or week) and duration for this program demonstrates to all concerned the planned importance of such an option. Credible programming also contributes to the process.

Some people feel that the A/A program should occur first thing in the school day. These advocates might be borrowing from the "homeroom" traditions, or they might feel that this is a very special way to start the day. It would give the kids something special to experience as a start-up for a great day at school.

Some other practitioners believe that A/A programs should conclude the day's schedule. Again they may be borrowing from other summary practices at the elementary level or they may want to insure that every child goes home feeling good about self, others, and school. In some cases, A/A groups meet both at the beginning of the day and then, briefly, at the end of the day.

Administratively these options are possible if class periods or team block schedules can be adjusted to include start-up or finish-up time for program options — or both. One other scheduling option works in some middle schools where time is created due to a staggered lunch period. If each grade level is allowed 30 minutes for lunch on a rotating basis, the remaining one hour of time could be used for A/A program activities and possibly intramural experiences, clubs and co-curricular options, or a specific exploratory program that supplements and extends the academic program.

Decisions about whether the A/A program should occur daily, three times weekly or only once a week; and, for 20 minutes or up to 45 minutes need to be considered. A specific time period can be set after program purpose, scope, sequence, and interface with other program variables have been resolved. A minimal rule of thumb might be a length of time equal to twice the number of people in an advisor-advisee group (15 people = 30 minutes).

Question:

How should advisor-advisee groups be formed?

Answer:

All groups within school programs should be relatively balanced with an equal number of males and females and mixed according to different ethnic and racial groups whenever possible. This is especially true of advisee groups when understanding of self in relation to others is a primary goal of the program. Each advisee is thus afforded an expanded sphere of peers to interact with and grow in an appreciation of differences and similarities.

Several possibilities exist for forming groups. There is no "right" way. Some schools establish a quota for advisee groups and then annually let students indicate their first two or three preferences for advisor. Although this is quite democratic in process, criteria for selection of advisor should be discussed in advance in order to avoiod a popularity contest among favorite advisors and hurt feelings among other faculty members. If multi-aged groups of advisees are to be formed, more coordinator or administrative control needs to exist to assure a proper mix of ages and personalities. One middle grades school in Kansas administers a learning styles inventory to all students and faculty members. Results are posted and both parties then choose to work together within the program guidelines. (No pun intended, but "birds of a feather flock together.") If nearly all certified staff members within a school serve as advisors, then groups are best formed by some random process agreed to by participants in advance while following mix and balance criteria.

Regardless of the method used to form groups, occasionally problems arise. Program coordinators and participants should anticipate the possibility of personality conflict between an advisee with another advisee or between certain advisors and advisees. A case in point for the later option might

be the random placement of a relative with an advisor or a student with previously recognized conflict with a teacher. Groups should be as cohesive as possible and conflict-free to promote healthy interpersonal relations.

Question:

How are advisor-advisee groups different from academic classes?

Answer:

Advisee groups are formed for several reasons. Many middle school educators feel that their students should have and need a sustained, supportive relationship with an adult throughout their middle school years other than in an academic milieu. Additionally, since advisor-advisee programs are designed to help foster affective growth of students, more social, cultural and personal factors affect the groups. Each advisee brings to the group his or her personal interpretations of self, security, problems of the transescent years, hopes for the future and other issues. It is these multiple factors of individuality and groupness that interact within advisee groups to produce changes.

In academic classes, students are put together with more thought to educational readiness, need and programmatic outcome. Except in cases of where racial and sex role balance are required, most academic classes are not formed with interpersonal or personal needs of learners as paramount factors in the decision-making process.

Question:

How much time should be spent on any one component of an A/A program?

Answer:

Assessing the needs and interests of the transescent population of your school generally will give a rough estimate of priorities among possible components of an A/A program. Couple this assessment with the perceived concerns of the faculty and the estimate of priorities and time allotment energy merge more clearly. Temper these tentative conclusions with delivery skill, materials, activities, etc., and the picture of time on tasks for affective development even becomes more clear. For example, some middle schools have developed a program thrust around the topic of "Who Am I: Selfhood Defined." Furthermore, these schools have subdivided the topic into three parts, one part to be covered each of the three years in that school. In this instance, a sixth grade A/A group explores "Me, Myself and I", while the seventh graders explore "Me with Peers" and the eighth graders tackle "Me and Others". Time allotment to this topic alone could equal several weeks per year for three years.

The scope and importance of any topic should weigh in decisions relative to time spent on a given topic. Obviously, "orientation to our middle school" could take one group session going over the student handbook or a year-long set of sessions to fully integrate all students into their new educational home.

Question:

To what extent should you involve the parents in an advisor-advisee program?

Answer:

It is critical to include everyone involved in any middle school program option during the planning and evaluation phases. Parents want the best educational programs for their children. Often they have specific concerns or desires that need to be considered and/or included in programs. Since advisor-advisee programs tend to be a departure from traditional middle grades programs or ones that parents experienced while in school, parents' input must be sought. The ultimate decisions for planning and implementation of an A/A program, however, reside with the experts — teachers, administrators and staff.

Many exemplary middle schools have an advisory council as part of the governance or decision-making process. Parents are usually included in the composition of these councils. If advisor-advisee programs become an agenda item for the council's consideration, then representative parent involvement can be realized.

Other ways to include parents and garner their support for program options like A/A include: 1) describing the program during orientation sessions for new students and their families; 2) openly inviting parents to visit the school during A/A time for a firsthand look at the program in action; 3) regular newsletters describing program features; 4) discussion of advisee affective development during parent conferences; 5) involving parents and advisees in selected activities during Parents' Night at school; 6) sending "Happy Grams," "Up-Slips," or other positive tokens of esteem for advisees on a regular basis to parents; or 7) asking parents to organize and run a fund-raising event with the proceeds going to further support various aspects of the advisor-advisee program like renting films or videos or having popcorn or pizza parties.

This author's best advice is to avoid secrecy from or non-involvement of parents at all cost. Support for programs comes with informed and involved participants.

2. ADVISOR ISSUES

Question:

Who should act as an advisor and have a designated A/A group?

Answer:

Advisor-advisee groups need to be smaller than an average academic class size in order for the maximum opportunity to personalize the programs' purposes and outcomes. To accomplish these smaller groups several alternatives exist. If only regular classroom teachers are going to be advisors, then some teachers would have to have multiple groups in order to have an acceptable advisor-advisee ratio. This option seems unacceptable. A better option for reducing the A/A group size would be to encourage *all* certified personnel of the school, including support staff and administrators, to assume the role of an advisor to a group of advisees. This way students and adults can interact in cooperative small group structures and develop more personal intergroup relations. Regardless of primary role — teacher, counselor, nurse, librarian, assistant principal, social worker, specialist, etc. — advisees will be able to develop the sustained and significant relationship with

an adult, and the adult will be able to become the advisee's advocate.

Question:

Should all middle school teachers in a building be required to have an advisor-advisee group?

Answer:

This is a tough question to answer because ideally the more staff you have involved in your A/A program a) the smaller the group size, and b) the more committed the school appears to the values of such a program. But realistically there may be some people who for whatever reason cannot/or will not work affectively with students outside of an academic context. Requiring these people to take an A/A group could weaken the program, cause unnecessary stress on certain learners and teachers, and possibly undermine a program's goals. In instances where only willing faculty assumed advisor roles in the early stages of program development reluctant teachers had time to assess the program and their possible future role while fulfilling some other less personal aspect of the total school programs like sponsoring a club or running an intramural activity.

Question:

How do you help teachers prepare for the role change required of an advisor?

Answer:

All teachers are people first and foremost. As such they interact regularly with other people about business, religious, political, recreational, and personal matters. Some of the people they deal with are strangers and others are more intimately known to them. At first an advisee might be like any other stranger, but by virtue of the developing relationship between advisor and advisee and among advisees, the teacher/advisor uses interpersonal skills to interact with other and younger people while fostering closeness but in an educational setting.

Usually schools that develop new programs like advisor-advisee programs conduct staff development experiences for participants. If an assessment of the interpersonal skill levels of the faculty reveals that they need developing then specific attention should be given to this matter. Some central office people with existing guidance and counseling skills or outside consultants can usually provide appropriate activities and provide resources that will help to correct any individual deficiencies.

Question:

How do teachers step into and out of their advisor roles?

Answer:

Many middle school educators consider the roles of middle school teachers and advisors to be essentially one and the same. If the school schedule suggests that it is 3rd period, 8th grade math, then the educator assumes more of the math teacher role, remaining alert, though, to the other needs of the learner. If the schedule suggests it is time for advisor-advisee group activities, then the same person assumes the advisor role and puts the mathematician to rest while dealing primarily with other than academic issues. The differences are more of degree than kind.

Question

How much expertise to teachers need in guidance and counseling techniques to be an advisor?

Answer:

The role of an advisor does call for some skills not assumed in a subject matter teacher. The reason for differences lies in the purposes of the activities. The prime purpose guiding a subject matter specialist is the acquisition of knowledge and information processing by learners. Consequently, in that role, a teacher uses instructional strategies that are more didactic in nature often resulting in active, teacher-directed processes with passive, student-receptive outcomes. The purpose guiding an advisor is more of a personal interpretation of learner awareness and development. Therefore, the advisor assumes more of a facilitative role while interacting with students about appropriate topics. Facilitative skills rely heavily on a person's ability to be a good listener, questioner, discussion leader, intervener, and guide. Although guidance and counselling personnel receive specific training in these skills, good teacher/advisors have them also.

Question

If our advisor-advisee program includes more than specific affective education activities, how much do I need to know about other school personnel's roles to be an effective advisor?

Answer:

Once a person enters the affective or perceptual domain of another person, as frequently happens in advisor-advisee relationships, the adult may need to seek help, counsel or support from any of several other school personnel. Therefore, it is very important that the roles and responsibilities of all school staff members be known and understood by all other staff members. A social worker can shed light on many home-related problems of advisees that might be affecting the students' behavior or performances in school. Psychologist and guidance counsellors can aid an advisor if personal, emotional or psychological problems become paramount. Nurses can provide unemotional and medically sound advice on personal concerns of sexuality, drugs and substance abuse issues. As well, other staff members can support the advisor in many prescribed ways and means. Quite often, an advisor makes referrals.

Question

Should advisee groups be the same as academic classes in composition or different?

Answer:

This question does not have a clear-cut answer due to several intervening variables. On the one hand, yes, A/A groups should be different from academic classes for the following reasons:

1. academic class size tends to be greater than twenty. This size group is not conducive to discussion of issues where everyone has an equal right and opportunity to participate nor to developing group cohesiveness both of which are appropriate outcomes of A/A programs. An ideal size for A/A groups is 1:12; (See "Guidelines for Success"

for further discussion)

2. academic classes are formed around some content or skill focus. An advisor who is also the content or skill specialist will get to know his or her advisees through one academic or related field and the advisee group interactions, but not as an overall academic advisor for the total middle school program;
3. many advisees look at the advisor as more of a friend or advocate than a teacher, thus separating the authoritarian from the authority figure. Furthermore, advisees might be reluctant to open up to their teacher during group activities of an affective nature out of fear that what they say and/or do in the one setting might be judged or evaluated in the other setting;
4. likewise, some teachers might find it difficult to "disregard" impressions, words or actions of an advisee when in an academic situation;
5. furthermore, some teachers maintain that "familiarity breeds contempt" and as such the role differences might erode their power in the regular classroom setting.

On the other hand, some would argue that A/A groups should be the same as an academic class for these reasons:

1. scheduling of A/A time is less confusing if a class period teacher has the A/A group prior to or just after his or her class;
2. we need to develop holistic relationships with students because as persons who assume many roles anyway, we naturally form many varied relationships. There is no need artificially to separate the advisor from the teacher;
3. frequently, students need access to their advisor outside of A/A group time and one person as both teacher and advisor might be more available or interruptable.

Question

Should a teacher/advisor teach morals and values in an A/A program?

Answer:

This question deserves more than a "yes" or "no" answer for several reasons. First, advisor/advisee programs have come under attack by certain conservative groups because of alleged humanistic practices that include values clarification and moral development activities. These groups maintain that such activities are a part of secular humanism which is a religion and because of the separation of state and church doctrines should not be included in school programs.

Secondly, if "to teach" means to give instruction, then strictly speaking an advisor facilitates and does not teach, except perhaps to teach by example or as a role model. It would be impossible for any "teacher" or "advisor" to disembody him- or herself of personal values or codes of morality while working with students, other faculty, parents, or anyone. If nutritionists are correct that "we are what we eat" then certainly any analysis of who we are as teacher or advisor or mother or husband would have to include our values and moral make-up. Furthermore, rightly or wrongly, the American schooling system reinforces certain values like promptness, neatness, compliance to authority, etc. and various moral considerations,

such as appropriate behavior, conforming to rules and regulations, and right conduct of individuals and groups. Students and teachers alike must accept these standards in order to survive the educational system.

But thirdly, and perhaps most importantly, the terms "values" and "morals" are defined positively and give needed direction to any advisor-advisee program that does more than collect lunch money and count bodies for attendance records. "Values," defined sociologically, mean "the qualities, customs, standards, and principles of a people regarded as desirable." (Webster, 1981) "To value" means to "be of worth." Every transescent learner who is redefining selfhood as a process of changing from a child to an adolescent examines and compares those qualities, customs, etc. of peers and self for a more focused identity. If left to chance, these learners might draw conclusions with incomplete information or consideration. Advisor-advisee programs can purposely and positively include discussions and activities for the exploration of desirable standards, qualities, and customs for healthy transescent years.

"Morals" can be defined as "of or concerned with the principles of right and wrong in conduct and character...or affecting the the intellect, emotions, and conduct." (Webster, 1981) As aruged earlier in this monograph, the needs of society, schools and middle school students are better met through a balanced curriculum of cognitive and affective components because of their integrated nature. If middle schools or any educational programs are based on the careful analysis of needs and characteristics of transescents, as George and Lawrence suggest in *Handbook for Middle School Teaching*, then morals and values would naturally be a part of the overall curriculum because they affect the intellect (learning), emotions (feelings), and conduct (behavior) — three measurable outcomes of successful middle grades programs.

3. ADVISEE ISSUES

Question

How do you assess student needs as a basis for planning or expanding an advisor-advisee program?

Answer:

There are several ways to assess the affective needs of middle grades learners when planning for or expanding the scope of an advisor-advisee program. The most positive way is to ask the students either directly in a discussion or indirectly by a questionnaire what needs of theirs are not currently being met by the school's programs. This process usually yields a comprehensive list of possible items around which a program can be organized or expanded. Also as a faculty staff development activity or community involvement activity, a frank assessment of what the school *is doing* to meet the social and emotional needs of its learners compared to what the school *could be* doing to better meet these needs yields valuable planning data.

This author has helped several schools plan and/or expand their advisor-advisee program by these methods in addition to asking recent graduates of a school's program to reflect on positive aspects of programs and areas of concerns that they feel should be improved. This group of slightly more

mature and removed participants tends to have a very realistic assessment of what is needed — especially in preparation for the demands of further schooling.

With whatever method of data gathering that is used, open-ended questions will yield far more insightful data concerning students' perceptions of program needs. Most other sentence forms used for data collecting reflect researcher or adult bias and orientation, thus forcing students to respond to concerns that may not in fact be their own concerns.

Question

Should students be involved in the planning and implementation process of our advisor-advisee program?

Answer:

If the program stresses the reciprocal relationship of advisor to advisee and vice versa then students — at least a representative sample of them — need to be involved in all aspects/phases of the program. Students are a very valuable and often overlooked source of views in making curricular decisions. An advisor-advisee program extends the definition of curriculum to include the affective side of a person's total development.

Student council representatives or specially selected student leaders could make up the student contingency for program input. Certainly a great many students should be assessed as to interests, needs, and concerns that relate to possible program scope.

Within the program itesIf, some school staffs have adopted student to student advising or counselling relationships and a big brother/sister system for incoming students. One middle school in Snellville, Georgia even trains volunteer students to assume major leadership roles in delivering parts of their A/A program.

If it is true that transescents need and want to be responsibly involved in school and community, then only the limits of imagination can define student roles in the planning and implementation of an A/A program.

Question

How do you prepare the students for an advisor-advisee program?

Answer:

A representative group of middle grades students should have been meaningfully involved from the start of the planning process of program development. If this is the case, then this same group of students should be afforded the opportunity to suggest ways of orienting other students to the program just as teacher-planners should do for fellow teachers or soon-to-be advisors. Some middle school guidance counselors have trained a cadre of students in leadership and interpersonal skills to be the advocates and monitors of these programs. Some other schools have developed teams of students (advisees) and teachers (advisors) to conduct awareness workshops for other students and teachers.

In those instances where students are not a part of the planning process, then program developers must consider ways to orient and involve the student population in the new program as well as other faculty. Top-down imposition of changes is not as effective and meets with more resistance from

constituencies than collaboratively planned and implemented changes. Ownership in the program will occur more rapidly and smoothly when *all parties affected* by the changes are involved in designing and initiating those changes.

Question

How do students learn what can and cannot be dealt with in advisor-advisee groups?

Answer:

As in any program, certain limits exist as to which topics can be explored. Certainly very personal, sensational, or sensitive topics need to be monitored carefully if they are to be discussed in A/A groups. Advisors should know the limits of the program and announce them at the outset. Often students want only to investigate certain "things" to see if they can embarrass other students or the advisor. These situations should be dealt with in a one-on-one manner and not as part of a group experience. These situations also might suggest the advisor's need to include other staff members in the resolution.

If students and other participants have been a part of the planning process for the advisor-advisee program, then when consensus has been reached about the appropriateness of topics and activities, the program as defined should be published for all to know.

Question

Should advisees be assigned to the same advisor throughout the middle grades schooling years?

Answer:

If one of the major goals of an advisor-advisee program is for each student to experience a sustained and meaningful relationship with an adult while in school in other than a teacher-student role, then yes, advisors and advisees should stay together if at all possible. Obviously, the transferring of a student to another school or the reassignment or retirement of a teacher would affect this decision.

Basically, there are two ways this process can be organized. On the one hand, advisor-advisee groups can be multi-aged in composition. Each advisor would have a like number of sixth, seventh and eighth grade advisees for example in his or her group. As the years progressed the older students would move on while incoming students would fill the vacancies, thus maintaining a balance of ages. Some experts suggest this arrangement fosters very positive intra-group relations and support for the program. The older advisees can provide needed leadership and role models for the younger advisees in the group. Together all advisees can experience the gamut of growth needs during transescence.

Another way to organize groups to allow for a sustained relationship between advisor and advisees over the middle grades' years is for each group of like-aged advisees with the advisor to stay intact throughout the years only to be reconstituted after the advisees move to a higher level of schooling and the advisor assumes a new group of incoming advisees. This plan usually lasts for two or more years allowing for more of a "family" or

team model of relationships to develop. Sometimes scheduling demands on advisors prevent this latter plan from working effectively. However, if implemented, this plan maximizes the opportunities for the development of significant relationships between and among advisor with advisees and advisees with other advisees.

Question

What if a former advisee or someone else's advisee comes to you for advisor?

Answer:

For any of a number of reasons, some advisees feel closer to, more trusting of, or happier with someone of their own choosing to talk over personal issues. This should be expected and accepted unless it interferes with planned activities or becomes a negative factor in the ongoing program. A young male may have a personal concern about the opposite sex that he does not feel comfortable talking about with his female advisor. He may go to a male teacher or coach for advice. A young female may have previously confided in her female-adult advisor about a family problem that bothered her. She may not want to "test" her new advisor but returns to a former, safe confidant. Program developers, implementers and participants may be able to design and enjoy this affective educational option, but they cannot legislate friendships. These develop naturally and must be honored.

2. Guidelines for Success

1. Initiating a new advisor-advisee program in your middle school

DO'S:

a. DO discuss among your team members or departmental colleagues how well your school is currently addressing the social and emotional *needs* and *characteristics* of your students.
b. DO record and post your conclusions concerning those things you are doing currently, those things you might want to improve, and those things that you may be doing that are not consistent with exemplary middle school philosophy and practices.
c. DO encourage others to conduct similar inquiries.
d. DO arrange a total staff meeting to discuss the importance and implications of your findings.
e. DO ask for volunteers to serve as a steering committee for further study of possible options for initiating an affective education program.
f. DO secure administrative approval for your initial plans.
g. DO, if appropriate, notify the board of education and central office about your desires and reasons for the study.
h. DO expand your steering committee to include other constituencies like parents, students, school support staff members, and most certainly guidance personnel.
i. DO schedule appropriate, short meeting times to continue the dialogue.
j. DO designate tasks for committee members, such as review of the literature, visiting schools, or corresponding with people involved in established programs.
k. DO contact local, regional, and national resources for ideas and information about advisor-advisee programs.
l. DO designate a temporary committee chairperson and recorder to monitor committee progress.
m. DO define a time line that establishes realistic checkpoints for the reporting of various task subgroups.
n. DO gather as much data and as many ideas pro and con as possible, but *defer* judgment!
o. DO use the people on the steering committee to act as communicators and information seekers and disseminators with their counterparts in order to positively counteract possible rumor spreading or anxiety development.
p. DO ask for feedback and ideas from others about the committee's progress.
q. DO discuss findings and generate a tentative rationale and guidelines *within* the steering committee.
r. DO arrange for open forum meetings with constituent groups to present tentative plans and answer questions.
s. DO process the feedback the committee receives from these meetings and adjust proposal as appropriate.
t. DO develop a formal set of recommendations based on studies, assessments, discussions, feedback, and committee input.

u. DO deliver your rationale, guidelines and recommendations to the appropriate decision-maker(s) for consideration.
v. DO ask for reactions and a plan of action to further your deliberations and planning.
w. DO take pride in the fact that your committee performed a very valuable service to the students and staff of your school in suggesting needed change and improvements in your middle program.
x. DO, if a negative decision is rendered and the committee still feels a commitment to the proposal, regroup your efforts to achieve a compromise or clearer understanding of purpose. Remember that there is safety in numbers, especially when the committee is at the grassroots level and voluntary in composition. Stick together to overcome obstacles.
y. DO, if a positive or tentatively positive decision is reached, seek an internal planning committee structure that will be authorized to act on the recommendations in implementing the advisor-advisee program.

DON'T'S:

a. DON'T expect the process to be smooth or emotion free. Your committee is dealing with a change in the status quo which is threatening to some and deemed unnecessary and/or time- and energy- consuming by others.
b. DON'T overlook the value of open, positive, tentative communication between committee members and among constituents.
c. DON'T try for consensus in the preliminary stages of planning. Majority rule is difficult enough to achieve until all parties can judge the evidence collected against their own views and feelings.
d. DON'T get caught in semantic arguments. Defining your terms for *all* to understand will facilitate effective communication.
e. DON'T ignore the negative. As much as your committee may want to "accentuate the positive and eliminate the negative", arguments against ideas do pose constructive restraining forces that can be dealt with at the appropriate time and by the appropriate people.
f. DON'T try to solve or resolve all of the problems right away. Thinking too big or too far ahead might cause the committee to overlook very necessary preliminary information.
g. DON'T get frustrated. Think of the temporary setbacks and arguments as creative tensions that can produce more productive times later.

2. Expanding and/or improving your advisor-advisee program.

DO'S:

a. DO allow plenty of lead time before implementing any changes in your new or revised program.
b. DO designate a program coordinator or reaffirm support for existing leadership.
c. DO establish an internal planning committee whose charge is to develop the new or revise the existing program components.
d. DO consider the ideal and the real possibilities for the advisor-advisee program and plan to implement something in between these two extremes.

Although this is a challenge, the results will be more satisfying and still be middle range, achievable goals.

e. DO decide on which of many program components need to be designed first, later, and last. These components might include academic advising; orientation procedures into and out of the middle school; indoctrination (or assimilation) process for students to feel a part of and own their middle school; communication, study, interpersonal skill development possibilities; affective education issues appropriate for transescence; counselling and guidance functions of a preventative rather than crisis nature; student governance and leadership training; survival skills for making the transition from childhood to adolescence; etc.
f. DO subdivide responsibilities for program development consistent with accepted program rationale and guidelines.
g. DO assess needs again — both student and teacher. Data collected will reveal feelings, levels of acceptance and needed staff and student training (inservice and staff development) requirements.
h. DO plan appropriate training sessions for all involved using the best of your local talent and a minimum of outside, consultative expertise. Although many excellent consultants are available for staff inservice activities, they usually come, "do their thing," and then leave without follow-up. Local experts are on-site and can follow through with plans.
i. DO design a calendar of themes, topics, activities, events, etc. that publicize advisor-advisee program plans. Everyone wants to know and should know what is proposed. This public document emphasizes the importance of your new or renewed efforts.
j. DO inform parents using newsletters, open houses or phone calls. They want to know up front and firsthand what exciting things the school is doing.
k. DO plan an ongoing evaluation scheme to assess effectiveness of new program options. Ask advisors *and* advisees to indicate strengths and areas that could be improved.
l. DO acknowledge this feedback by publishing results occasionally to show the value of evaluation.
m. DO act on the consensual areas of strength to further them and on the concerns for improvement to keep your program alive and growing.
n. DO give advisors latitude to "do their own thing" occasionally, for they should know best what their group needs or might enjoy.
o. DO recognize publicly the events and accomplishments of individuals and groups as they grow affectively.
p. DO consider the establishment of an advisory program council consisting of one representative from each A/A group, either advisor or advisee, the program coordinator, guidance personnel, and an administrative representative. Rotate the A/A representative every nine weeks if possible, trying to maintain a 2:1 ratio of adults to students on the council. Use the council to discuss ongoing problems and opportunities with powers to suggest changes and report back to other group members.
q. DO plan to broadcast the design and successes of your advisor-advisee program to other middle schools, including those that may have helped

you start up or redesign your program. Develop a proposal to share your program at a state, regional or national middle school conference or symposium. Help others through this form of sharing.

DONT'S:

a. DON'T copy another school's program and expect it to work. Each advisory program needs to be locally determined and developed. Others may have good advice and ideas that can be included in your proram, but *be unique!*
b. DON'T succumb to pressures that claim that an advisory program is a frill and therefore unnecessary. *Remember,* your middle school is organized to capitalize on the known characteristics of your students and meet to the best of your abilities, collectively and individually, the needs of these students. Transescents experience many new, demanding, and often confusing social and emotional aspects of growth while in their middle grades years; they need a balanced program of cognitive, psychomotor and affective options to promote self-actualization.
c. DON'T forget to train new faculty, staff and support personnel to the program. Since your program is unique, you cannot assume automatic acceptance or participation by new people. This also goes for board members and incoming class parents and students.

3. Interfacing your advisor-advisee program with other middle school program options.

DO'S

a. DO consider the relative importance of your school's advisor-advisee program in light of other program options. Each option should contribute significantly to the overall excellence of opportunities for middle grades learners. Some people will value one program option over others. But all options are designed and implemented with student needs and characteristics foremost in mind.
b. DO look for opportunities to work within or correlate activities with other program options. For example, when intramural competitions become significant at your school, then is a perfect time to discuss "winning" and "effort" and related psychological concepts. If the exploratory program offers an overnight outdoor science experience, A/A groups can discuss appropriate co-educational behaviors away from school.
c. DO develop a working relationship with other program coordinators for a smooth flow of ideas and concerns.
d. DO plan ahead for maximum benefit of interfacing programs. Fragmented, unrelated program components suggest disorganization. Correlated, complementary options evidence care, planning, and commitment.
e. DO remain flexible. All too often something will happen that you seemingly have no control over just when everything is going smoothly. Calm, rational actions are needed instead of frustrated, hurried reactions. One school system in Florida recently had to adjust to new county-wide mandates to improve writing skills in the middle schools. This meant that pro-

grams had to flex and planners had to rework the curriculum. Solution: instead of five daily A/A group activities, one school decided to have A/A group activities on Monday, Wednesday and Friday with Tuesday reserved for silent reading and Thursday planned for silent writing. After all, reading and writing are communication skill areas and many A/A programs stress these skills. Certainly affect — values and feelings — are involved in both endeavors.

DONT'S:

a. DON'T sacrifice one program for another. A creative, energetic middle school staff and faculty can redesign or design a total, comprehensive curriculum for transescents that positively embodies the very best educational opportunities for growth in cognitive, affective and psychomotor development. Your challenge is to do it, now.
b. DON'T worry about the quantitative dimensions of your program in affective education. Quality of experience, genuine caring of advisors, and a positive attitude will long be appreciated and remembered by our youth. Remember, this may be the last time in the educational continuum that we can significantly affect the lives and futures of our students.

3. Resources

The following alphabetical listing of resources for and about affective education, although is not exhaustive, will provide ample suggestions to aid program developers.

Anastasio, D. *My Special Book*. Los Angeles: Price/Stern/Sloan Publishers Inc., 1980.

Anastasio, D. *My Personal Book*. Los Angeles: Price/Stern/Sloan Publishers, Inc., 1980.

Barr-Johnson, V., D.E. Hernandez, and S.L. Hiett. *Helping Kids Behave*. Des Plaines, Ill.: Nickerson & Collins Co., 1975.

Berbrich, J. *Writing About Amusing Things*. NY: Amsco, 1982.

Berbrich, J. *Writing About Curious Things*. NY: Amsco, 1981.

Berbrich, J. *Writing About Fascinating Things*. NY: Amsco, 1980.

Berbrich, J. *Writing About People...And Yourself*. NY: Amsco., 1981.

Berger, T. *I Have Feelings*. NY: Human Sciences Press, 1971.

Bergmann, S., and Baxter, J. Building a guidance program and advisory concept for early adolescents. *NAASP Bulletin*, 1983, 67, 49-55.

Bolles, R.B. *What Color Is Your Parachute?* Berkeley, Cal: Ten Speed Press, 1978.

Boston Children's Medical Center, Gregg, E.M. *What To Do When "There's Nothing To Do"*. NY: Dell Publishing Co., Inc., 1968.

Buckley, N.K. & H.M. Walker. *Modifying Classroom Behavior*. Champaign, Ill.: Research Press, 1974.

Burns, M. *I Am Not A Short Adult*. Boston: Little, Brown & Co., 1977.

Buscaglia, L. *Living, Loving and Learning*. NY: Charles B. Slack, Inc., 1982.

Buscaglia L. *The Fall of Freddie the Leaf*. NY: Charles B. Slack, Inc., 1982.

Buscaglia, L. *Personhood*. NY: Charles B. Slack, Inc., 1978.

Canfield, J. & H.C. Wells. *100 Ways to Enhance Self-Concept in the Classroom*. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1976.

Carswell, E.M., & D.L. Roubineck. *Open Sesame*. Glenview, Ill.: Scott, Foresman and Co., 1974.

Carter, R. *Help! These Kids Are Driving Me Crazy*. Champaign, Ill.: 1973.

Casteel, J.D. and R.J. Stahl. *Value Clarification in the Classroom: A Primer*. Glenview, Ill.: Scott, Foresman and Co., 1975.

Castillo, G. *Left Handed Teaching*. NY: Holt, 1978.

Chase, L. *The Other Side of the Report Card*. California: Goodyear, 1976.

Chesler, M. and R. Fox. *Role-playing Methods in the Classroom*. Chicago, Science Research Associates, Inc., 1966.

Cisek, J. & A. George. *Finding Solutions: Learning How to Deal with Life's Problems and Decisions*. Chicago: Life Skills Training Associates, 1983.

Cole, C. Guidance in the Middle School: Everyone's Responsibility. *Virginia Personnel and Guidance Journal*, 1981, 9:19-23.

Combs, A.W. (ed.). *Perceiving, Behaving and Becoming*. Washington, D.C.: Yearbook, ASCD, 1962.

Cooper, V. & C. Bradford. *Comics as an Educational Tool*. Georgia: Pawprints, 1981.

Cowles, R. & M.L. Hawkins. *Discussing and Things to Do.* Ferguson Floris School District, Missouri, 1976.

Daniel, B. & C. Daniel. *Strain Your Brain.* USA: The Learning Works, 1980.

Danish, S.J. & A.L. Hauer. *Helping Skills: A Basic Training Program Workbook and Leader's Manual.* NY: Behavioral Publications. 1973.

Daresch, J.C. & T.R. Pautsch. A successful teacher-advisor program. *Middle School Journal.* 1981, 14(3): 12-13.

Dinkmeyer, D. & L.E. Losoncy. *The Encouragement Book: Becoming a Positive Person.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980.

Ernst, K. *Games Students Play (and What To do About Them).* Milbrae, California: Celestial Arts Publishing, 1972.

Farnette, C. et al. *At Least a Thousand Things to Do.* Nashville: Incentive Publishers, 1977.

Farnette, C. *People Need Each Other.* Nashville: Incentive Publishers, 1976.

Farnette, C. *Special Kid's Stuff.* Nashville: Incentive Publishers, 1976.

Farnette, C. et al. *I've Got to be Me and Glad.* Nashville: Incentive Publishers, 1977.

Feshbach, N.D. et al. *Learning to Care: Classroom Activities for Social and Affective Development.* Georgia: Scott, Foresman and Co., 1983.

Finch, M.B. & R.B. Dunn. *Teachers Advising Students: A Successful Program.* Spectrum, 1984, 2:3-5.

Fluegelman, A. (ed.), *The New Games Book.* NY: Dolphin Books, Doubleday, 1976.

Forte, J. et al. *Nooks, Crannies and Corners.* Nashville: Incentive Publishers, 1977.

Forte, I. *Think About It! Middle Grades.* Nashville: Incentive Publications, 1973.

Forte, I. et al. *Center Stuff for Nooks, Crannies and Corners.* Nashville: Incentive Publishers, 1977.

Fox, R., M.B. Luszki, and R. Schmuck. *Diagnosing Classroom Learning Environments.* Chicago: Science Research Associates, Inc., 1966.

Freed, A.M. *TA for Kids.* Sacramento, California: Jalmar Press, 1971.

Furth, H.G. & H. Wachs. *Thinking Goes to School: Piaget's Theory in Practice.* NY: Oxford University Press, 1974.

Gelatt, H.B., B. Varenhorst, & C. Richard. *Deciding.* NY: College Entrance Examination Board, 1972.

Georgia Department of Human Resources. *Life Skills for Mental Health.* 1983.

Gillies, E. *Creative Dramatics for All Children.* Washington, D.C.: Association for Childhood Education International, 1973.

Ginott, H. *Teacher and Child.* NY: The MacMillan Co., 1972. Also: *Between Parent and Child.*

Glasser, W. *Schools Without Failure.* NY: Harper and Row, 1969.

Goldberg, M.F. House group: A guidance role for the teacher. *NASSP Bulletin,* 1977. 61: 61-64.

Gordon, T. *Parent Effectiveness Training.* NY: New American Library, 1975.

Gorman, A.H. *Teachers and Learners: The Interactive Process of Education.* Boston: Allyn and Bacon, Inc., 1969.

Gram, R.K. & P.M. Guest. *Activities for Developing Positive Self-Awareness.* St. Louis, Missouri: Milliken Publishing Co., 1977.

Greer, M. & B. Rubinstein. *Will the Real Teacher Please Stand Up?* Glenview, Ill.: Scott, Forseman and Co., 1972.

Gregson, B. *The Incredible Indoor Games Book.* Belmont, Calif.: Pitman Learning, Inc., 1982.

Harmin, M. *How to Get Rid of Emotions That Give You a Pain in the Neck.* Illinois: Argus Communications, 1976.

Hawley, R.C. *Value Exploration Through Role-Playing.* Hart, 1974.

Hoper, C. et al. *Awareness Games.* NY: St. Martin's Press, 1975.

Howe, L.W. & M.M. Howe. *Personalizing Education: Value Clarification and Beyond.* NY: Hart Publishing Co., 1975.

Huble, K.H. and others. *The Teacher/Advisor System.* Dubuque, Iowa: Kendall Hunt Publishing Co., 1974.

Hulme, W. & D. Hulme. *Who Am I Lord and Why Am I Here?* St. Louis: Concordia Publishing House, 1973.

Hunter, E. *Encounter in the Classroom: New Ways of Teaching.* NY: Holt, Rinehart and Winston, Inc., 1972.

James, M. *What Do You Do With Them Now That You've Got Them?* Reading, Mass.: Addison-Wesley Publishing, 1973.

James, M. & D. Joneward. *Born To Win: Transactional Analysis with Gestalt Experiments.* Reading Mass.: Addison-Wesley Publishing, 1973.

Jenkins, J.M. The teacher-advisor: An old solution looking for a problem. *NASSP Bulletin,* 1977, 61: 29-34.

Johnson, J. *838 Ways To Amuse a Child.* NY: Gramercy Publishing Co., 1960.

Johnson, M. (ed.), *Towards Adolescence: The Middle School Years — NSSE 1980 Yearbook.* Chicago: University of Chicago Press, 1980.

Kavanaugh, D. (ed.), *Listen to Us: Children's Express Report.* NY: Workman Publishing, 1978.

Keating, K. *The Hug Therapy Book.* Compcare Publications.

Keefe, J.W. Advisement — A helping role. *The Practitioner,* 1983, 9: 1-16.

Kehayen, V.A. *SAGE (Self-Awareness Growth Experiences). Grades 7-12.* Rolling Hills Estate: B.L. Winch, 1983.

Koberg, D. & J. Bagnall. *The Universal Traveler: A Softsystems Guide to Problem-Solving and the Process of Reaching Goals.* Los Altos, Calif.: William Kaufmann, Inc., 1976.

Kornick, J. Counselor specialist and teacher-counselor: A Plan for the future. *School Counselor,* 1984, 31: 241-48.

LeLand, H.W. *Taking Charge of Your Life.* Ill.: Argus, 1977.

Lewis, H.R. & H.S. Streitfeld. *Growth Games.* NY: Bantam Books, 1972.

Lewis, McQuaid, & Tait. *Photography: Source and Resource.* Turnip Press, 1973.

Lipsitz, J. (ed.) *Growing Up Forgotten.* Lexington Mass.: D.C. Heath, 1977.

Lounsbury, J.; J. Marani & M. Compton. *The Middle School in Profile: A Day in the Seventh Grade.* Columbus, Ohio: NMSA, 1979.

Lund, M.K. & S. Plavnick. *The It Kit — Activities for Affective Education.* Solutions to Living Problems, Inc., 1975.

Mattox, B.A. *Getting It Together: Dilemmas for the Classroom.* San Diego: Pennant Press, 1975.

McElmurry, M.A. *Appreciating.* Carthage, Ill: Good Apple, Inc., 1983.

McElmurry, M.A. *Belonging.* Carthage, Ill: Good Apple, Inc., 1983.

McElmurry, M.A. *Caring.* Carthage, Ill.: Good Apple, Inc., 1981.
McElmurry, M.A. *Feeling.* Carthage, Ill.: Good Apple, Inc., 1981.
McPhail: Ungoed - Thomas, & Chapman. *Learning to Care (Values Clarification).*
Micallef, M. *Listening: The Basic Connection.* Carthage, Ill.: Good Apple Inc., 1984.
Mitchell, J.J. *Human Life: The Early Adolescent Years.* Toronto: Holt, Rinehart, Winston, 1974.
Morris, K. & K. Cinamon. *A Handbook of Non-Verbal Group Exercises.* St. Louis: CMA Publishing Co., 1975.
Morrison, E.S. & M.U. Price. *Values in Sexuality.* NY: Hart Publishing. 1974.
Murasko, M. *Write On!* Rahway, N.J.: Watermill Press, 1982.
Newman, R.G. *Groups in Schools.* NY: Simon and Schuster, 1974.
Orlist, T. *The Cooperative Sports and Games Book: Challenge Without Competition.* NY: Random House, 1978.
Patterson, L.e. & J.R. Sikler. Teachers as helpers: Extending guidance contact. *School Counselor,* 1974, 22: 113-120.
Pfeifter, J.W. & J.E. Jones (ed.), *A Handbook of Structured Experiences for Human Relations Training.* (Vol. I-IV) La Jolla, Calif.: Hart Publishing, 1974.
Pilkington, R.A. & H.R. Jarmin. Teacher-advisor or teacher-counselor — Is there a difference? *NASSP Bulletin,* 1977, 4: 80-83.
Raths, L.E., M. Harmin, & S.B. Simon. *Values and Teaching.* Columbus, Ohio: Charles E. Merrill Publishing, 1966.
Raths, L.E., M. Harmin, & S.B. Simon. *Values and Teaching: Working with Values in the Classroom* (2nd ed.). Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.
Read, D.A. & S.B. Simon (ed.) *Humanistic Education Sourcebook.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.
Rifley, J. *Tackle Values and Feelings.* T.S. Dennison and Co.
Rohnke, K. *Cowstalls and Cobras.* Hamilton, MA: Project Adventure.
Rose, S.D. *Treating Children in Groups.* Washington: Jossey-Bass Publishers, 1974.
Sanders, C. & C. Turner. *Coping.* Carthage, Ill.: Good Apple, Inc., 1983.
Schmuck, R., M. Chester, & R. Lippitt. *Problem Solving to Improve Classroom Learning.* Chicago: Science Research Associates, Inc., 1966.
Schmuck, R.A. & P.A. Schmuck. *Group Process in the Classroom.* Dubuque, Iowa: Wm. C. Brown Co., 1971.
Schneider, T. *Everybody's a Winner.* Boston: Little, Brown & Co., 1978.
Schrank, J. *Teaching Human Beings.* Boston: Beacon Press, 1972.
Shaftel, F. & G. Shaftel. *Role-Playing in the Curriculum.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1982.
Silverstein, S. *The Giving Tree.* NY: Harper & Row, 1964.
Silverstein, S. *Where the Sidewalk Ends.* NY: Harper & Row, 1974.
Sidley, E. *Decision Making Ditto Master.* Educational Insights, 1980.
Simon, S.B., L.W. Howe, & H. Kirschenbaum. *Values Clarification.* NY: Hart Publishing Co., 1972.
Stall, M. & L. Bosen. *Handbook for Group Guidance.* Waterloo, Iowa: Area VII Media Production Center, 501 Jefferson St.
Standish, B. *Sunflowering.* Carthage, Ill.: Good Apple Inc., 1977.

Stanford, G. *Developing Effective Classroom Groups.* NY: Hart Publishing, 1977.
Steer, D. (ed.). *The Emerging Adolescent — Characteristics and Educational Implications.* Columbus, Ohio: NMSA, 1980.
Stevens, J.O. *Awareness: Exploring, Experimenting, Experiencing.* Lafayette, California: Real People Press, 1971.
Strein, W. & J.L. French. Teacher consultation in the affective domain: A survey of expert opinion. *School Counselor,* 1984, 31: 339-46.
Tamminen, A. et al. Teacher-advisors: Where there's a skill there's a way. *Personnel and Guidance Journal.* 1976. 55: 39-42.
Thomas, M. *Free to Be...You and Me.* NY: McGraw-Hill Book Co., 1974. (book and record)
Thornburg, H. *The Bubblegum Years: Sticking with Kids from 9-13.* Tucson: H.E.L.P. Books, 1978.
Wachter, O. *No More Secrets for Me.* Boston: Little Brown and Co., 1983.
Wilt, J. *Ready — Set — Grow Series.* Waco, Texas: Educational Products Division, Word, Inc.
Wiswell, P. *I Hate Charades.* NY: Sterling Publishing Co., 1981.
Wittmer, J. & R.D. Myrick. *Facilitative Teaching: Theory and Practice.* Glenview, Ill.: Scott Foresman and Co., 1974.
Ziglar, Z. *I Can See You at the Top.* Dallas, Texas: Positive Life Attitudes for America.
Zimbardo, P.G. *Shyness.* Reading, Mass.: Addison-Wesley, 1977.

PUBLICATIONS
NATIONAL MIDDLE SCHOOL ASSOCIATION

Visions of Teaching and Learning: 80 Exemplary Middle Level Projects
edited by John Arnold(120 pages) _____ $12.00

The New American Family and the Schools
J. Howard Johnston (48 pages) _____ $6.00

Who They Are, How We Teach: Early Adolescents and Their Teachers
C. Kenneth McEwin and Julia Thomason(26 pages) _____ $4.00

The Japanese Junior High School: A View From the Inside
Paul George with Evan George and Tadahiko Abiko(48 pages) _____ $5.00

Schools in the Middle: Status and Progress
William M. Alexander and C. Kenneth McEwin(101 pages) _____ $10.00

A Journey Through Time: A Chronology of Middle Level Resources
Edward J. Lawton (27 pages) _____ $5.00

Dynamite in the Classroom: A How-To Handbook for Teachers
Sandra L. Schurr (272 pages) _____ $15.00

Developing Effective Middle Schools Through Faculty Participation. Second and Enlarged Edition
Elliot Y. Merenbloom (108 pages) _____ $8.50

Preparing to Teach in Middle Level Schools
William M. Alexander and *C. Kenneth McEwin* (76 pages) _____ $7.00

Guidance in the Middle Level Schools: Everyone's Responsibility
Claire Cole (34 pages) _____ $5.00

Young Adolescent Development and School Practices: Promoting Harmony
John VanHoose and *David Strahan* (68 pages) _____ $7.00

When the Kids Come First: Enhancing Self-Esteem
James A. Beane and *Richard P. Lipka* (96 pages) _____ $8.00

Interdisciplinary Teaching: Why and How
Gordon F. Vars (56 pages) _____ $6.00

Cognitive Matched Instruction In Action
Esther Fusco and *Associates* (36 pages) _____ $5.00

The Middle School
Donald H. Eichhorn (128 pages) _____ $6.00

Long-Term Teacher-Student Relationships: A Middle School Case Study
Paul George with *Melody Spreul* and *Jane Moorefield* (30 pages) _____ $4.00

Positive Discipline: A Pocketful of Ideas
William Purkey and *David Strahan* (56 pages) _____ $6.00

Teachers as Inquirers: Strategies For Learning With and About Early Adolescents
Chris Stevenson (52 pages) ____ $6.00

Adviser-Advisee Programs: Why, What, and How
Michael James (75 pages) ____ $7.00

What Research Says to the Middle Level Practitioner
J. Howard Johnston and *Glenn C. Markle* (112 pages) ____ $8.00

Evidence For the Middle School
Paul George and *Lynn Oldaker* (52 pages) ____ $6.00

Involving Parents in Middle Level Education
John W. Myers (52 pages) ____ $6.00

Perspectives: Middle School Education, 1964-1984
John H. Lounsbury, editor (190 pages) ____ $10.00

Middle School Education: As I See It
John H. Lounsbury (64 pages) ____ $5.50

The Theory Z School: Beyond Effectiveness
Paul S. George (106 pages) ____ $6.00

The Team Process in the Middle School: A Handbook for Teachers, Second and Enlarged Edition
Elliot Y. Merenbloom (120 pages) ____ $8.00

This We Believe
NMSA Committee (24 pages) ____ $3.50

Teacher to Teacher
Nancy Doda (64 pages) ____ $6.00

The Middle School in Profile: A Day in the Seventh Grade
John H. Lounsbury, Jean Marani, and *Mary Compton* (88 pages) ____ $7.00

Early Adolescence: A Time of Change-Implications for Parents
videocassette (37 minutes) ____ $75.00

Early Adolescence: A Time of Change-Implications for Schools
videocassette and Utilization Guide (50 minutes) ____ $80.00

NMSA
4807 Evanswood Drive
Columbus, Ohio, 43229-6292
(614) 848-8211 FAX (614) 848-4301